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ABSTRACT

This book summarizes approximately 500 reports of reading research identified between July 1, 1993 and June 30, 1994. The research studies in the book are categorized into six major areas: (1) summaries of reading research; (2) teacher preparation and practice; (3) sociology of reading; (4) physiology and psychology of reading; (5) the teaching of reading; and (6) reading of atypical learners. All but the first category in the book are further subcategorized, and individual studies within subcategories are grouped by subject. An author index and a list of journals, conference proceedings, and journals monitored conclude the book. (RS)

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Annual Summary of Investigations Relating to Reading

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Sam Weintraub

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Annual Summary of Investigations Relating to Reading

July 1, 1993 to June 30, 1994

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Abbreviations

Abbreviations have been used with certain terms and test names that appear frequently in reading research reports.

TERMS

ANCOVA	Analysis of Covariance
ANOVA	Analysis of Variance
CA	Chronological Age
CAI	Computer Assisted Instruction
CRT	Cathode Ray Tube
DRA	Directed Reading Activity
DRTA	Directed Reading-Thinking Activity
EH	Emotionally Handicapped
EMR	Educable Mentally Retarded
ESL	English as a Second Language
GPA	Grade Point Average
IQ	Intelligence Quotient
L1	First Language
L2	Second Language
LD	Learning Disabled
LVF	Left Visual Field
MA	Mental Age
MANOVA	Multivariate Analysis of Variance
RA	Reading Age
RD	Reading Disabled
RT	Reaction Time
RVF	Right Visual Field
SES	Socioeconomic Status
VF	Visual Field

TESTS

ACT	American College Test
CAT	California Achievement Test
CTBS	Comprehensive Tests of Basic Skills
DRP	Degrees of Reading Power
GMRT	Gates-MacGinitie Reading Tests
GORT	Gray Oral Reading Test
IRI	Informal Reading Inventory
ITBS	Iowa Test of Basic Skills
ITPA	Illinois Test of Psycholinguistic Abilities
MAT	Metropolitan Achievement Tests
MRT	Metropolitan Readiness Test
NARA	Neale Analysis of Reading Abilities
NDRT	Nelson-Denny Reading Test
PIAT	Peabody Individual Achievement Test
PMAT	Primary Mental Abilities Test
PPVT	Peabody Picture Vocabulary Test
RMI	Reading Miscue Inventory
RPM	Raven's Progressive Matrices

SAT	Stanford Achievement Tests
Schonell	Schonell Graded Word Reading Test
SDRT	Stanford Diagnostic Reading Test
SIT	Slosson Intelligence Test
Spache DRS	Spache Diagnostic Reading Scales
SRA	SRA Achievement Series
TORC	Test of Reading Comprehension
WAIS-R	Wechsler Adult Intelligence Scale–Revised
WISC-R	Wechsler Intelligence Scale for Children–Revised
WJPEB	Woocock-Johnson Psycho-Educational Battery
WPPSI	Wechsler Preschool and Primary Scale of Intelligence
WRAT	Wide Range Achievement Test
WRMT	Woodcock Reading Mastery Test

A microfiche edition of this *Annual Summary of Investigations Relating to Reading* is available. Annotated citations are provided in author and subject sequences on eye-readable, 4 x 6 cards; the full-text documents are reproduced on 4 x 6 high-quality microfiche which utilizes an exclusive image indexer. Printed author and subject indexes are included, and a demonstration workshop is available to train staff and students in the use of the collection. For further information about the microfiche edition of the *Annual Summary* or any previous *Summary*, contact the Alvina Treut Burrows Institute, PO Box 49, Manhasset, NY 11030, USA. Phone 516-869-8457.

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*Annual Summary of Investigations Relating to Reading July 1, 1993 to June 30, 1994**

SUMMARIZES reports of reading research identified between July 1, 1993, and June 30, 1994. The research studies are categorized into six major areas, five of which have been further subcategorized. As in previous years, the majority of studies reported were classified into the Physiology and Psychology of Reading area. The largest subdivisions within that category continue to be Comprehension Research and Factors Related to Reading Disability. The largest subcategory in the Sociology of Reading is concerned with the content analysis of printed materials. A listing of other general bibliographies of reading research appears as the first major category of the present summary.

Order of Studies Within Subcategories

STUDIES in the Annual Summary are subcategorized under five of the six major categories (Category 1 consists of general reviews only and is not subcategorized). Within any one subcategory will appear a number of loosely related studies. While all the research within one category falls under the same general rubric, the studies will vary markedly in emphasis, in the question being addressed, and/or in the focus. Thus, studies have been grouped within subcategories also. For example, under Factors Related to Reading Disability, those studies that address dyslexia appear together, while those that deal with strategies used by good and by poor readers would be placed in juxtaposition. The reader looking for research on one particular aspect of reading disabilities would then find them all in one spot rather than dispersed haphazardly throughout the subcategory as might be the case if they were listed alphabetically by author.

*Materials for inclusion were identified by Reongrudee Naramunn, a doctoral student in the Reading Program at SUNY at Buffalo. A special debt of gratitude is due to Eunice Garey who serves as the secretary for the *Summary* and keeps track of where everything is. I am indebted also to the staff at IRA Headquarters, and in particular to Amy Trefsger Miles, who come to my assistance on numerous occasions when help is needed.

I. Summaries of reading research

LARSON, RICHARD L., & SAKS, A.L. (1993, December). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English, 27*, 423–437.

Annotates 103 selected articles on research in the teaching of English. Annotations are characterized under seven major headings: curriculum, language, literature, content and discourse analysis, researcher education, teacher education, and writing. Included are items from Dissertation Abstracts as well as ERIC documents. Research included appeared from the preceding January to June.

SAKS, A.L., & LARSON, RICHARD, L. (1994, May). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English, 28*, 208–223.

Covers the time period of July to December preceding the appearance of the article. Selected research is cited, annotated, and categorized under seven major categories. Several of the major categories are further subdivided. Included are books, articles, dissertations, and ERIC documents.

WEINTRAUB, SAM; SMITH, HELEN K.; ROSER, NANCY L.; MOORE, WALTER J.; JONGSMA, KATHLEEN S.; DOYLE, MARY ANNE E.; CEPRANO, MARIA A.; TRUSCOTT, DIANE M. GRAHAM; & WATTS, SUSAN M. (1994). *Annual summary of investigations relating to reading, July 1, 1992 to June 30, 1993*. Newark, DE: International Reading Association.

Abstracts and categorizes research identified in the period from July 1, 1992, to June 30, 1993. The research is categorized under six major areas, five of which are further subcategorized. The six major categories include summaries of reading research, teacher preparation and practice, sociology of reading, physiology and psychology of reading, teaching of reading, and reading of atypical learners.

II. Teacher preparation and practice

II–1 Behavior, performance, knowledge, practices, effectiveness

BRYANT, JUDY, & WEDMAN, JUDY M. (1994). Instruction in elementary reading methods courses: Faculty orientations and strategy use. *Reading Horizons, 34*, 303–315.

Seeks to determine the theoretical perspectives preferred by elementary reading educators and the instructional strategies they use to teach reading methods courses. A two-part questionnaire was administered to 94 reading faculty from 41 states. Part one elicited descriptive information, including years of experience, number of courses taught per semester, and percent of time spent in research and writing. Respondents were also asked to write their personal theoretical perspectives for teaching reading. In part two, respondents were asked to indicate how frequently they used each of 24 instructional strategies. Thirty-two teachers identified themselves as whole language advocates, compared with 28 who held an interactive perspective and 20 who identified themselves as eclectic. In general, faculty who reported preference for whole language also reported using strategies that increased learner involvement to a greater extent than did others. For example, they reported using lecture less often than did other respondents. Further, advocates of whole language reported frequent use of small group activities (78%) and small group discussions (66%). Only whole language advocates report-

ed use of journal writing (59%). Fifty-six percent of whole language advocates frequently read aloud to preservice teachers.

WHAM, MARY ANN. (1993, Fall). The relationship between undergraduate course work and beliefs about reading instruction. *Journal of Research and Development in Education, 27*, 9–17.

Examines the relation of undergraduate coursework and student teaching experience to preservice teachers' theoretical orientations to the reading process. Included were 35 undergraduate elementary education majors enrolled in two reading courses who were followed into their student teaching experience. Students took the Theoretical Orientation to Reading Profile (TORP) at the beginning of the first semester reading course, at the end of the second semester reading course, and again in the final two weeks of their student teaching experience. The TORP was administered also to the 35 cooperating teachers and to the instructors of the reading courses. Five of the cooperating teachers, representing different orientations to reading based on their TORP scores, were videotaped. TORP scores obtained prior to students' receiving any undergraduate coursework were compared with scores received following two semesters of reading methods courses and following the student teaching experience. Analysis of TORP scores indicated that 54% of subjects did not change their theoretical orientation throughout the study, and 40% showed a change following completion of their two semesters of course work. Only six students showed a change in TORP scores following their student teaching experience.

SMITH, PATRICIA K.; RINEHART, STEVEN D.; & THOMAS, KAREN F. (1993). Perceptions and reactions of language arts and reading teachers. *Reading Horizons, 34*(1), 41–54.

Investigates current practices and changes in language instruction nationwide; examines the roles that teachers' experience, school location, and size play in language instruction; and analyzes teachers' perceptions and reactions to whole language instruction. A survey was mailed to one elementary teacher in each of 20 randomly selected elementary schools in each state. In addition to demographic data, teachers were asked to address five major questions related to language arts instruction. Of the 1,000 surveys mailed, 491 were returned. Approximately half of the respondents were experienced teachers (8 to 19 years of experience) who taught in rural schools. The predominant school size was 400 students; the average class size was 21+. Eighty-five percent of the respondents indicated they followed a curriculum guide. Two-thirds reported they were teaching through basal readers. One-third of all suburban teachers indicated whole language "had been instituted" in their schools. The majority (56% to 60%) reported implementing whole language within the previous two years. Eighty-three percent reported they were satisfied or somewhat satisfied with their total language curriculum. Most satisfied were beginning and veteran (21+ years) teachers, teachers in urban schools, and those in larger classrooms. Those who had implemented whole language expressed slightly more satisfaction than those who had not. Teachers who had used whole language for a longer periods expressed the greatest satisfaction. Representative comments from the surveys are included.

MUCHMORE, JAMES A. (1994, July). A statewide survey of the beliefs and practices of Chapter 1 reading teachers. *Remedial and Special Education, 15*, 252–259.

Surveys the predominant beliefs and practices of Kentucky's kindergarten to grade six Chapter 1 reading teachers (n=1279), and the extent to which their beliefs and practices are related. In addition, the researcher sought to identify the professional characteristics of those teachers whose beliefs matched their practices. A three-part survey, designed to gather teachers' beliefs, practices, and demographics, was distributed to all of the state's Chapter 1 reading teachers. The response rate was 82%. Belief scores were obtained through 12 propositional

statements to which teachers responded on a 5-point scale. Responses were interpreted against four theoretical orientations to compensatory reading instruction drawn from the literature (perceptual deficit, skills, strategies, and social). Judgment of practice was accomplished through teachers' responses to four classroom vignettes, again indicating on a 5-point scale the extent to which the depicted instruction matched theirs. Each vignette was consistent with one of the four theoretical orientations. Results indicated that almost three-fourths of the teachers with matching beliefs and practices were categorized as holding a strategies orientation. These teachers, along with those with a social orientation, were more current in professional reading and development. However, over two-thirds of respondents reported beliefs and practices that were not consistent with a strategies orientation; almost 30% had mixed or combined beliefs and over 40% reported multiple practices. Many possessed beliefs inconsistent with their practices.

JACOBSON, JOHN; REUTZEL, D. RAY; & HOLLINGSWORTH, PAUL M. (1992, July/August). Reading instruction: Perceptions of elementary school principals. *Journal of Educational Research, 85*, 370–380.

Surveys a stratified random sampling of U.S. elementary public school principals to obtain their information sources for and their perceptions of current issues in elementary reading instruction. Included in the questionnaire was a listing of 11 reading issues that the respondents were to indicate as resolved, unresolved, or never having been an issue. From the total of 1,244 questionnaires sent, 581 were returned. A follow-up telephone interview was conducted with 5% of nonrespondents. No significant differences were noted between respondents and nonrespondents on 7 of the 11 reading issues and on 4 of 5 reading information sources. Of the 11 issues identified, 40% or more of respondents identified six issues as unresolved: (1) the use of whole language versus basal approaches (73%), (2) assessment of reading progress (63%), (3) use of tradebooks instead of basals (56%), (4) use of ability grouping (48%), (5) use of a screening test to enter kindergarten (46%), and (6) whether at-risk readers should spend increased time reading or practicing their skills (40%). Six issues were marked by 40% or more of principals as resolved: (1) whether reading skills should be taught in isolation or integrated with other language arts, (2) whether phonics should be taught as a prerequisite to formal reading instruction, (3) whether at-risk readers should spend increased time reading or practicing skills, (4) whether reading instruction should be mastery based, (5) use of ability grouping, and (6) whether schools should be required to use the same instructional program in reading at all grades. About one-fourth of respondents indicated that the following had never been an issue: (1) whether schools should be required to adopt a basal series, (2) the use of tradebooks in lieu of basals, (3) the use of kindergarten screening tests, and (4) whether or not schools should be required to use the same reading instructional program in all grades. The information sources marked as most used were professional journals, personal contacts with specialists, newspaper articles, and magazines or newsletters focusing on reading issues.

MENKE, DEBORAH, & DAVEY, BETH. (1994, March). Teachers' views of textbooks and text reading instruction: Experience matters. *Journal of Reading, 37*, 464–470.

Compares the effect of teaching experience on content teachers' use of textbooks in the classroom. Sixty-one secondary teachers were grouped according to years of teaching experience. The experienced group of 21 teachers had six or more years of service; 15 beginning teachers had 1 to 5 years of experience. A third group was comprised of 25 senior undergraduate students. All of the teachers responded to a 13-item survey that asked them to rate the frequency of their use of particular strategies and practices using a scale of 1 to 4 (from "rarely or never" to "most of the time"). The survey also included 5 open-ended questions requesting information on textbook selection, typical use of the text, and attitudes toward content area

texts. Open-ended responses were coded by raters blind to the subjects' teaching experience. On the survey items, a significant multivariate effect was found for teacher experience ($p<.009$). Univariate analyses and post hoc Scheffe tests revealed significant effects for three items: Experienced teachers (to a greater degree than preservice teachers) gave students time to read in class. Beginning teachers indicated they assigned questions at the end of the chapter to a greater degree than did experienced teachers. Experienced teachers were less likely to use the text information for lectures or discussion. The major difference on the open-ended questions appeared to be the degree to which less-experienced teachers depended on the text to structure their classrooms. Experienced teachers may teach students how to use the textbooks more than do either preservice or beginning teachers. Only 18% of the total sample reported using the text for assigned reading outside the classroom. Teachers closer to the textbook adoption process were less negative in their evaluation of their texts.

BARKSDALE-LADD, MARY ALICE, & THOMAS, KAREN F. (1993, September). Eight teachers' reported pedagogical dependency on basal readers. *The Elementary School Journal, 94*, 49–72.

Reports results of a qualitative study based on interviews of eight elementary teachers concerning their beliefs, perceptions, and feelings about reading instruction, particularly involving the role of basal readers, and their beliefs about the needs fulfilled through classroom basal reading instruction. Results indicated a conflict between teachers' beliefs and their reported methods of teaching reading. Although teachers believed that basal instruction was not the best way to teach reading, they continued to rely on the basal. The results also indicated that teachers felt that basal reading instruction fulfilled primarily lower-level security needs of pupils and teachers. Lower-level needs of children were addressed through, for example, skills instruction, grouping, and pacing. Higher-level needs such as self-actualization, knowing and understanding the world, obtaining pleasure from learning, and creativity were rarely met by basal instruction In addition, basal instruction matched only lower-level needs of parents and administrators. Teachers reported that non basal instruction satisfied needs associated with enjoyment, creativity, and alleviating pressure to cover a certain amount of material.

COMBS, MARTHA. (1994). Implementing a holistic reading series in first grade: Experiences with a conversation group. *Reading Horizons, 34*, 196–207.

Suggests that conversation groups aid teachers in dealing with curriculum change. To understand the impact of district-mandated changes in reading instruction, the author organized a conversation group comprised of 18 first grade teachers concerned about the implementation of a literature-based holistic reading series in their district. Teaching experience among the 18 teachers ranged from 2 to 21 years in schools representing all socioeconomic levels. Group members met bimonthly during the first semester of the study and monthly during the second semester to discuss changes they observed in themselves and in their implementation of the new series in their classrooms. Teachers were also asked to keep journals about their concerns. Despite varying backgrounds, all 18 teachers expressed concern about the format of the new teacher manual, which required them to make decisions about lesson components and skills instruction they felt unprepared to make. They also expressed concern about how the new series outlined phonics instruction. Another major concern was the program's reliance on whole-group instruction as opposed to ability grouping. The researcher notes that throughout the study, teachers who had moved away from traditional basal reading instruction seemed more confident and positive about change than those who had relied solely on traditional basal programs. However, all teachers seemed to benefit from sharing their concerns and insights. Conversation group participation helped teachers to (1) learn to watch and respond to children differently, (2) understand the nature of children's learning, and (3) move toward teaching as an intellectual pursuit by reading and studying together.

ELBAZ, FREEMA. (1991, Fall). Teachers' curricular knowledge in fourth grade: The interaction of teachers, children, and texts. *Curriculum Inquiry, 21*, 299–300.

Investigates the use of curriculum materials in the study of Hebrew language and literature in Israeli elementary schools. This case study of four classrooms in two schools includes observational data as well as interviews with teachers, remedial reading teachers, and building administrators. Emergent themes with examples from lessons in literature, the Bible, and history are presented. These themes include "getting the message," "working," and "acquiring the tools for reading." "Getting the message" refers to teachers' assumptions that texts contain some basic information, both literal and conceptual, that students must acquire. "Working" refers to the fact that students routinely worked on text by answering questions or performing written exercises related to the text. "Acquiring the tools for reading" relates to providing students with general reading skills to be used across the content area, in a variety of contexts.

KIRBY, PHILLIP. (1993, November). Storyreading and literacy learning: A study of two early childhood classrooms. *Reading, 27*, 33–40.

Presents a longitudinal ethnographic account of school storyreading practices involving two teachers, one Australian and one British, and their infant classes of 5- and 6-year-old pupils. The focus of the investigation was the literacy learning processes that these teachers conveyed to their children. Data collection included interviews, videotapes, written records, and classroom observations. The observations were conducted on a once a week basis over a period of 9 months in Australia and 6 months in Britain. Teacher practices were detailed and related to previous research of early literacy learning. This process revealed that both teachers subscribed to eclectic approaches to literacy and a bottom-up definition of reading development. However, selections of books for reading and teachers' mediation and metatextual commentary during storyreading were distinctly different. While one teacher (Australian) modeled reading strategies, encouraged children to take risks and responsibilities during the storyreading, reinforced and monitored reading skill development during the storyreading, and interacted with children to focus attention on text features and meaning, the other teacher did not. The teachers also differed in attitude and practice regarding reading follow-up activities and home-school reading.

SCHARER, PATRICIA L.; FREEMAN, EVELYN B.; LEHMAN, BARBARA A.; & ALLEN, VIRGINIA G. (1993). Literacy and literature in elementary classrooms: Teachers' beliefs and practices. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 359–366). Chicago, IL: The National Reading Conference, Inc.

Ascertains the congruence between teachers' views of children's literature in reading instruction and the use of literature in their classroom reading programs. Phase 1 of the project featured a survey instrument distributed to a sample of 1,000 Ohio teachers, 200 each in grades 1 to 5. Participants were selected from a stratified random sample of diverse types of school districts provided by the State Education Department. Of the 350 teachers who returned the survey, 55% have taught 15 years or more, whereas 4% have taught less than 4 years. The two-part questionnaire consisted of 12 Likert-scale items assessing teachers' perceptions of literature-based reading instruction and forced choice items related to classroom practices. At the end of the survey, respondents indicated a willingness to participate in a follow-up interview from which a stratified random sample of 9 teachers was selected. Interviews were conducted with teachers after school and lasted approximately 1 to 2 hours. Percentage of response and means were calculated from survey responses. Respondent characteristics (teaching location, years of experience, grade level) were used as variables in computing ANOVAs. A

canonical discriminant analysis was computed to determine the congruence between teacher beliefs and practices. Content analysis of the interview data resulted in five constructs. To the teachers in this study, the term literature-based reading centered on the use of children's literature to teach reading. However, these conceptions were based neither on consistent belief systems nor a set of theoretical principles. Children's literature was viewed as a means for instruction in reading or other curricular areas (literacy) rather than as an end in itself or to be studied for its own sake (literary). Teachers appeared to be enthusiastic about using children's literature for literacy instruction but may need support for and instruction in how to use tradebooks as literary works.

TARRY-STEVENS, PATRICIA. (1994, Spring). "Whole language: 'A rose by any other name....'" *New Mexico Journal of Reading, 14*, 34–35.

Reports results of a survey of Albuquerque teachers designed to determine their views about whole language. Ninety-seven surveys were returned: 57 from elementary teachers, 35 from secondary teachers, and 5 from post-secondary teachers. Of the elementary teachers, 35% considered themselves whole language teachers. The majority indicated they were eclectic teachers. Elementary teachers' responses reflected notions of child-centered instruction, use of tradebooks, and use of thematic units. Only 14% of secondary teachers considered themselves to be whole language teachers. Secondary teachers defined whole language as use of integrated approaches or as all different facets of language. Post secondary respondents were in agreement that whole language is an approach that integrates all areas of language using literature and trade books. Respondents were also asked to indicate which of 14 classroom techniques they used. The three most frequently identified practices by elementary teachers were creative writing (95%), use of paperbacks and trade books (93%), and phonics instruction (84%). Secondary teachers' most frequently identified practices were use of trade books (100%), creative writing (97%), and poetry (89%). Post-secondary teachers identified creative writing, journal writing, and poetry. Overall, secondary teachers seemed more divided or critical of whole language than did other respondents.

HICKEY, M. GAIL. (1993, December). Teachers and children's books: An ethnographic study of instructional practices. *The Florida Reading Quarterly, 30*, 30–34.

Investigates how elementary teachers use children's trade books in their classrooms and compares their strategies with recommendations from the literature. In five midwestern school districts, 100 K–6 teachers who were self-proclaimed users of trade books completed a questionnaire designed to elicit descriptive data about their use of trade books for instructional purposes. The same categories were used to develop an observation instrument that field interns used to observe in 62 of the 100 classrooms for 3 1/2 hours per day over a 6-week field experience. Thus, data were available from teachers' self-reports and from observations. When teachers were asked to describe what happens in the classroom when a book is used, 70% responded that they read the book aloud; the field interns' notes indicated that teachers read aloud in 60% of the cases. Teachers and interns were closer in their estimates of percentage of time children were led in discussion (28% according to teachers versus 30% according to observers). Nearly one-third of the teachers reported relying on art as a follow-up activity, although observers reported art activities in only one-fourth of the cases. Conversely, 25% of the teachers reported the use of creative writing, but observers noted that writing appeared 35% of the time. Sixteen teachers did not use trade books at all during the observation.

GAUTHIER, LANE ROY. (1994, Spring). Whole language instruction: Theory to practice? *Contemporary Issues in Reading, 9*, 179–183.

Examines how whole language philosophy is carried out in the classrooms of whole language advocates. Fifty teachers in two contiguous urban districts who classified themselves

as whole language practitioners were interviewed to determine their definitions of whole language and their characterizations of whole language practices and non-practices. Each teacher was then observed for 45 minutes on each of two days. The researcher recorded and described classroom practices, but no prepared checklists or category descriptors were used. Results showed a commonality in teachers' definitions of whole language. Forty-three of the 50 teachers used the word "literature" in defining whole language, and 33 used both "literature" and "writing." In addition, 45 teachers indicated there were certain things a teacher must do in genuinely whole language classrooms. Of the 45, 43 indicated the necessity of children's literature; 31 teachers nominated writing as an essential activity. Of the 31 teachers who believed there to be taboo practices associated with whole language, 26 identified use of the basal. Observations yielded a wide variety of direction and interpretations of whole language in self-nominated whole language classrooms. In 100 observation sessions, 38 activities not typically associated with programs purporting a whole language orientation were observed.

BARTLETT, ANDREA. (1994, Spring). The implications of whole language for classroom management. *Action in Teacher Education, 16*, 65–74.

Describes a qualitative case study of the total classroom environment created by an exemplary whole language fifth grade teacher. Methods of the study included biweekly observations throughout one school year. Field notes and classroom interactions were transcribed and analyzed for issues related to classroom management. Classroom management was defined broadly and included any interactions affecting classroom climate and organization, as well as student behavior. Emergent categories were "member checked" with the teacher through three semistructured teacher interviews. Categories indicated that the classroom environment was organized according to three major principles: collaboration, student independence, and student self-evaluation. This classroom environment is described and contrasted with traditional, teacher-controlled approaches to classroom management.

WALKER, BARBARA J., & RAMSETH, CAROL. (1993). Reflective practice confronts the complexities of teaching reading. In Timothy V. Rasinksi & Nancy D. Padak (Eds.), *Inquiries in literacy learning and instruction.* (pp. 171–177). Pittsburg, KS: College Reading Association.

Describes how preservice teachers set or define problems when teaching problem readers and inspects for whether they make reflective statements that show the complex relations among competing influences when teaching. Twenty-five senior elementary education majors assigned to a field experience were observed teaching one-on-one in an after-school reading clinic. All the preservice teachers completed diagnostic narratives for their child, which included teaching plans, rationale, their observations during instruction, and their reflections after instruction. Six of these diagnostic narratives were selected for further analysis. Other data sources included the researchers' direct observation, informal assessments and plans, and field notes. Reflective statements in the narratives were coded according to a set of categories. Although participants made statements in all categories, they included more statements about the condition of instruction—the task, the text, scaffolding, and situational statements. They also discussed their child's reading in terms of strategy use, reader performance, and reader affect. Further, participants made connections among the conditions of instruction and readers' behaviors.

BROWN, RACHEL, & COY-OGAN, LYNN. (1993, November). The evolution of transactional strategies instruction in one teacher's classroom. *The Elementary School Journal, 94*, 221–233.

Describes one teacher's development from a strategies instructor who promotes some group discussion to an experienced transactional strategies teacher. Transactional strategies instruction (TSI) is an approach that involves teaching reading group members to construct text meaning by emulating expert readers' use of comprehension strategies. Teachers use TSI to help pupils set goals, process text, monitor comprehension, solve problems encountered while reading, and evaluate intermediate and overall performance. Children are taught through direct explanation, such as modeling, explicit instruction, and corrective feedback. In this study, one teacher taught the same story for three consecutive years to three comparable groups of second-grade, low-achieving pupils. An interaction-tracking and coding scheme was used to analyze the 45-minute lessons for changes in interactional patterns, participation among group members, instructional focus, strategy instruction, and prompted and self-regulated use of strategies by children. By the third year, pupils participated more actively in story discussion and used strategies with less teacher prompting to support their interpretations and responses to text. These changes appeared to occur because of modifications in the teacher's instructional practices, following TSI procedures.

JOHNS, JERRY L., & DAVIS, SUSAN J. (1993, Fall). Teachers' beliefs about test-wiseness principles. *Journal of Reading Education, 19*, 17–25.

Reports the results of a survey administered to 62 preservice teachers and 71 inservice teachers to determine their knowledge of and attitudes toward test-wiseness programs and practices. Respondents completed an 11-item scale, circling the responses that matched their feelings about each statement. Questions were classified into three broad categories: general test-taking considerations, standardized test-taking procedures, and test-wiseness. Most (90%) of the respondents agreed that students should be informed that they were taking a test and the purpose of the test. Over 90% agreed that it was ethical to teach test-wiseness and that it was a productive use of class time to use practice items to promote familiarization with standardized test format. There were differences between the inservice and preservice teachers on whether it is appropriate to instruct students in materials of the actual tests to be taken and whether students should be instructed in the subject matter of specific tests. Implications for methods and diagnostic reading courses are included.

JOHNS, JERRY L., & VANLEIRSBURG, PEGGY. (1993). The impact of coursework in tests and measurements on assessment literacy. In Timothy V. Rasinski & Nancy D. Padak (Eds.), *Inquiries in Literacy Learning and Instruction.* (pp. 199–205). Pittsburg, KS: College Reading Association.

Investigates the impact of tests and measurements courses on participants' knowledge of test preparation and test administration practices. Subjects, 130 preservice teachers and 316 inservice teachers, completed a 4-item questionnaire by marking their responses to the items along the continuum of "strongly agree" to "strongly disagree." Subjects with one or more courses in tests and measurements had more knowledge of the ethics of assessment than did subjects who had no courses. However, uncertainty in the responses to the questions suggested a need for reexamining the content of the course to include more information on the differences between standardized and non-standardized tests and on positive and unethical test-wiseness practices.

FORD, MICHAEL P. (1993). The process and promise of portfolio assessment in teacher education programs: Impact on students' knowledge, beliefs, and practices. In Timothy V. Rasinski & Nancy D. Padak (Eds.), *Inquiries in literacy learning and instruction.* (pp. 145–152). Pittsburg, KS: College Reading Association.

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Describes the implementation of portfolio self-evaluation within two literacy education classes, one graduate and one undergraduate, in two universities and investigates the influence of portfolio preparation on inservice teachers' knowledge, beliefs, and practices. In general, students worked to develop learning portfolios that provided evidence they had enhanced their thinking, improved their (future) instructional practices, and examined their personal literacy. Of 37 former students who responded to a preliminary survey of the influence of portfolio assessment, 90% indicated that direct experience with constructing their own portfolios significantly expanded their knowledge base. Five significant insights emerged from the survey. Portfolio assessment (1) was an effective way to document growth and change; (2) allowed more personalized assessment; (3) required reflective thinking; (4) seemed more authentic, accurate, and broader in scope; and (5) assisted the learner in being more focused, organized, on-task, and accountable. The majority of teachers indicated they continued to seek opportunities to learn more about portfolio assessment, and 46% had voluntarily implemented some form of portfolio assessment. Results of a second follow-up survey (n=115) indicated teacher knowledge had been enhanced, especially by building their own portfolios and receiving responses from instructors and peers. Over 95% indicated that their beliefs about assessment had changed, and over 90% agreed that assessment should be continuous, multidimensional, and collaborative. Finally, only 12% of the respondents were not using portfolios in their own teaching.

PAGETT, LINDA. (1994, April). "No fears with peers": A personal reflection on peer group tutoring in the context of reading development. *Reading, 28*, 31–35.

Offers brief narrative vignettes and selected research citations to detail one teacher's rationale for using paired reading in her classroom. The author supplements observation and interview data with excerpts from child-authored writings to support the assertion that paired reading engaged her pupils in more active reading and learning than other teaching methods. The author notes that while the value of paired reading is often questioned by parents, it is an important strategy for addressing both children's affective and academic needs in reading instruction.

MARKS, MARILYN; PRESSLEY, MICHAEL; COLEY, JOAN DEVELIN; CRAIG, SHARON; GARDNER, ROSALIE; DEPINTO, THOMMIE; & ROSE, WANDA. (1993, November). Three teachers' adaptations of reciprocal teaching in comparison to traditional reciprocal teaching. *The Elementary School Journal, 94*, 267–282.

Reports the observed adaptations that three teachers (grade 1, middle school special education, and high school English) made in the procedures of reciprocal teaching as they adapted the strategies to their classrooms. Three veteran teachers were selected for observation and interview because they had used reciprocal teaching for at least one school year as a framework for class discussion of texts. Formal teacher interviews included questions related to what the observers had seen, as well as queries about the evolution of the teacher's instruction. Field notes and transcriptions were analyzed to identify the salient characteristics of each classroom; these characteristics were then compared with the conventional model. Although the four strategies included in the original reciprocal teaching research (i.e., prediction, questioning, clarification, and summarization) were observed in all three classrooms, there were also substantial teacher adaptations. For example, in all classrooms, reciprocal teaching occurred as a postreading activity rather than during first reading, with the student leader role modified to stimulate greater participation. Teachers seemed to use conventional reciprocal teaching as a starting point for creating adaptations to meet particular students' needs.

WILSON, ELIZABETH K.; KONOPAK, BONNIE C.; & READENCE, JOHN E. (1993). A case study of a preservice secondary social studies teacher's beliefs and practices about

content-area reading. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 335–343). Chicago, IL: The National Reading Conference, Inc.

Uses case study methodology to illustrate the dynamic relation between a preservice social studies teacher's beliefs about the reading process, his instructional decision-making, and his actual practice across different teaching/learning contexts. Work with the subject extended across two consecutive semesters and included his participation in a content-area reading and social studies methods course and student teaching. Written instruments to tap beliefs and instructional choices about content-area reading were scored to classify his beliefs. A constant comparative analysis was used with personal journal writings, artifacts (lessons plans and assessment measures), classroom observations, field notes, and informal interviews. The subject's beliefs and decisions centered mainly around reader-based or interactive approaches to instruction during his methods course, practices that he initially attempted to use in his student teaching. However, while the subject's beliefs remained constant, his practices during student teaching became more closely tied to a traditional text-based philosophy of instruction.

Gillis, M.K.; Olson, Mary W.; & Logan, John. (1993). Are content area reading practices keeping pace with research? In Timothy V. Rasinski & Nancy D. Padak (Eds.), *Inquiries in literacy learning and instruction.* (pp. 113–123). Pittsburg, KS: College Reading Association.

Presents the results of a questionnaire eliciting information about reading and content area instructional practices and activities. Respondents answered questions concerning the percentage of instructional time they used various types of student grouping and specific instructional materials. Seventy of the original group (n=99) also completed questions over their practices in content area reading. Of the 70, 61 were elementary teachers and 9 were secondary content teachers. Sixty-three percent reported using whole class instruction; 59% reported using textbooks the majority of the time. Cooperative groups were more frequently used than were ability groups in their classrooms. These teachers rarely supplemented the textbooks with newspapers, magazines, tradebooks, or other supplemental materials but may have used hands-on materials 26% to 75% of the time. All reported engaging their students in activities to activate prior knowledge and set purposes for reading at least some of the time. In their classes, reading was more likely to be oral than silent. After reading, discussion, summarizing, and retelling were the most frequent activities. Computer activities, journals, logs, and skill sheets were used infrequently.

Stuertevant, Elizabeth G. (1993). Content literacy in high school social studies: A focus on one teacher's beliefs and decisions about classroom discussions. In Timothy V. Rasinksi & Nancy D. Padak (Eds.), *Inquiries in literacy learning and instruction.* (pp. 3–11). Pittsburg, KS: College Reading Association.

Explores how one experienced high school history teacher made day-to-day decisions about conducting classroom discussion. To illuminate the relations among contextual influences, student beliefs, and teacher beliefs, observational data were collected (as part of a larger qualitative study) in 11th grade U.S. history classes; from extensive interviews with teachers, students, and supervisors; and information from related classroom and district documents. An experienced history teacher and his 18 students (11 of whom were immigrants from 8 different countries) served as the focus for this report. In addition to his belief in classroom interaction, the teacher expressed beliefs about content coverage and sequence. Over the 20-day observational period, discussion constituted 38% of the instructional time in this teacher's class. His predominant mode was lecture/recitation. Interviews and informal

conversations revealed his continuing conflict over the incongruities between his beliefs and his district/school requirements, as well as his beliefs and students' needs and beliefs.

FOX, DANA L. (1993). The influence of context, community, and culture: Contrasting cases of teacher knowledge development. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 345–351). Chicago, IL: The National Reading Conference, Inc.

Presents two case studies of student teachers whose stories underscore the importance of context, community, and culture in learning to teach. Methods for data collection included (1) eight in-depth semi-structured interviews with each participant before, during, and after student teaching; (2) participant-observation in each of 11 weekly student-teaching seminars (90 to 120 minutes); (3) nonparticipant observation in the participants' classrooms during student teaching; (4) collection of written artifacts (lesson plans and class materials); and (5) semi-structured interviews with cooperating teachers, principals, and junior high students. Even though the two students taught in the same junior high school, they encountered different tensions and reacted differently in individual contexts. One student was amazed when the adolescents in his classes balked at his approach, which was similar to that of his cooperating teacher. In contrast, the other student teacher valued a different approach than that adopted by the cooperating teacher and received positive reactions from the students he worked with, despite a push for him to move closer to a traditional style of instruction.

HOLLINGSWORTH, S. (1994). *Teacher research and urban literacy education: Lessons and conversations in a feminist key.* New York: Teachers College Press.

Narrates the experiences of a group of teachers who met monthly for more than *6* years learning to teach and conduct research on teaching literacy in urban environments. The group was comprised of five beginning elementary school teachers, two secondary teachers, and one teacher-educator. The teachers were part of a federally funded longitudinal study on learning to teach literacy that began in their preservice teacher education program. Conversations in their monthly meetings were audiotaped and transcribed. Systematic analysis of the conversations centered on identifying common issues and the processes involved in the jointly constructed understandings of class, race, and gender issues in public urban education. The conversational process is examined as it influenced the discovery of alternative curricular ideas about learning to teach literacy and educative contexts which facilitate such learning. Personal stories that illustrate the importance of relations in learning to teach in urban reading classrooms are provided. The second section highlights conversations about the teachers' research in their own classrooms and the implications of their research on practice. Stories with critical reflections on teaching in a literacy methods course and changes made in a teacher-research course as an outgrowth of this experience are provided.

II–2 Beliefs/attitudes toward reading

JOHNSON, RHONDA, & HOFFMAN, NANCY E. (1994). Preservice teachers' efficacy beliefs, literacy definitions, and conceptions of literacy development. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 73–84). Pittsburg, KS: College Reading Association.

Assesses preservice teacher's beliefs about teaching efficacy, literacy definitions, and conceptions of literacy development. A cross-sectional design sampled 100 preservice elementary teachers at various field experience levels (prefield, early field, middle field, and student teaching). A small cohort (n=11) who had completed the sequence of courses with

complete data sets was studied longitudinally. Preservice teachers' sense of efficacy was assessed using the *Teacher Efficacy Scale* and two structured journal entries. ANOVAs revealed significant differences across program levels in personal teaching efficacy and conceptions of literacy and literacy development. Participants' confidence in their own ability to teach effectively increased significantly at each level of the program. There were no significant differences in participants' beliefs that teaching can make a difference in children's lives regardless of other circumstances. As students completed early courses and field experiences, their ideas about the development of literacy moved from general to specific. In later field experiences and student teaching, they generated fewer literacy development ideas but provided rationales and elaboration undergirded in theory and research. Similar patterns were found in the longitudinal and cross-sectional data.

RICKELMAN, ROBERT J.; HENK, WILLIAM A.; & HELFELDT, JOHN P. (1994). The cohesiveness of preservice and inservice teachers' whole language perceptions and the information sources contributing to this knowledge base. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 35–45). Pittsburg, KS: College Reading Association.

Compares preservice and inservice teachers' perceptions of whole language and the origins of their beliefs. Preservice (n=149), new (n=48), and veteran teachers (n=57) from five states participated in the study. Survey data were collected as part of a larger questionnaire administered in graduate and undergraduate courses at four universities and at local public school partnership sites. The teachers were asked to brainstorm words and phrases associated with whole language and to identify the various information sources used in forming their perceptions. Information sources included university coursework, inservices, professional books, journals, conferences, and their colleagues. Respondents assigned a percentage value to each source, totaling 100% across all identified sources. Descriptive statistics were applied to the frequencies of the word associations. A series of eight ANOVAs was used to compare the assigned percentages among the three groups for each information source. Post hoc analyses were used to determine where individual group differences existed within source categories. Results suggested that there was no consensus term or set of terms associated with whole language. Self-reported words or phrases associated with whole language ranged from 0 to 22 but did not differ among the three groups. Of the 254 subjects, the most frequent associations were "integration," "children's literature," and "process writing," which appeared on 57%, 43%, and 24% of the word lists, respectively. There were significant differences among the three groups for two information sources: undergraduate work and inservices. As teachers gain experience, they rely on different perceived sources in order to learn about whole language. Reliance on undergraduate coursework declines over time and is replaced by collegial interaction and graduate studies. The finding that professional journals and books have very little influence on perceptions, regardless of teaching experience, is discussed.

LICKTEIG, JOAN; JOHNSON, BONNIE; & JOHNSON, DALE. (1994, Spring). Future teachers' reflections, perceptions, and anticipations about reading and writing. *Journal of Reading Education, 19*, 22–43.

Explores undergraduate elementary education majors' reflections on learning to read and write, their perceptions about the language arts, and their expectations for their upcoming language arts teaching experiences. Subjects were 107 juniors and seniors enrolled in four sections of reading/language arts methods at two colleges. Each completed a 30-item survey addressing their reflections, perceptions, and anticipations. Results of the tabulated responses indicated the majority named family members more frequently than teachers as be-

ing influential on their reading development (by almost 2 to 1). In contrast, teachers had the greatest influence on the students as writers (of 87 responses, 47 indicated the influence of a teacher). Although 32% identified themselves as frequent readers in terms of actual reading patterns, only 22% perceived themselves as frequent writers. The vast majority perceived themselves as having adequate reading and writing abilities. The students ranked writing as both the least pleasurable and most difficult language art to learn. Further, the respondents believed writing would be the most difficult to teach (72%). Most students (66%) looked forward to teaching reading; 50% looked forward least to teaching writing. The great majority of these said they were not good writers, didn't like to write, and lacked confidence in themselves as writers.

KONOPAK, BONNIE C.; READENCE, JOHN E.; & WILSON, ELIZABETH K. (1994, March/April). Preservice and inservice secondary teachers' orientations toward content area reading. *Journal of Education Research, 87*, 220–227.

Examines teachers' beliefs and decisions regarding content area reading and instruction. Subjects were 58 preservice teachers enrolled in two sections of a required content reading methods course taught by the same instructor, and 46 inservice teachers enrolled in eight different graduate-level secondary education courses. Instruments from an earlier study were adapted to reflect a content area emphasis. The instruments included two sets of belief statements and three sets of lesson plans reflecting three explanations of the reading process: text-based, reader-based, or interactive. Based on their selection of statements and plans, preservice teachers favored an interactive model of reading and a reader-based instructional approach; inservice teachers held reader-based beliefs in both areas. In addition, both groups selected primarily reader-based vocabulary and comprehension lessons, but varied in their choices of decoding lessons. Only teachers holding reader-based beliefs consistently chose corresponding vocabulary and comprehension lesson plans.

SHAW, PATRICIA A. (1994). The effects of teacher training on preservice elementary education majors' conceptual framework of reading. *Reading Horizons, 34*(3), 216–233.

Presents results of two studies designed to investigate the belief systems prospective teachers hold toward teaching reading, and the effects of a reading methods course and student teaching on those beliefs. In Study 1, 94 prospective elementary teachers enrolled in one of four methods courses were administered the Conceptual Framework of Reading Interview: Form A at the beginning and end of the semester. Responses were categorized and scored to yield the students' conceptual framework along a 10-point ordinal scale from "top down" through "interactive" to "bottom up" views of reading processing. There was a significant change in the students' conceptual view of reading during the semester from "moderate bottom up" to "interactive." In Study 2, 24 of the original group completed the interview form again prior to and after their student teaching semester. Results of a Wilcoxon t-test produced no significant difference in their conceptual framework following student teaching. When these 24 students' scores from the methods class semester were tested, there was again no difference. Shifts in beliefs could be observed across students' median scores, however. Median scores moved from "moderate bottom up" (4) to "moderate top-down" (7) and then to "interactive" (5.5) views.

AKER, DON. (1992, October). From runned to ran: One journey toward a critical literacy. *Journal of Reading, 36*, 104–112.

Describes one high school English teacher's evolving attitudes from a belief that text contains a single, unchanging meaning to an understanding that students create their own meanings through their own experiences. The instruction and classroom examples of stu-

dents were drawn from the author's English classes at grade levels 8, 10, and 11. The use of literacy letters, reading logs, and roundtable discussions to facilitate critical literacy were discussed with both advantages and disadvantages delineated. Issues of evaluation were also reviewed.

ROBERTS-BURKE, BONNIE, & MYETTE, PAMELA M. (1993). Differences in changing reading teacher beliefs: Guiding Saudi Arabian graduate students toward a new methodology for reading instruction. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 353–358). Chicago, IL: The National Reading Conference, Inc.

Questions whether Saudi students' theoretical beliefs about learning, teaching, and reading changed as a result of their graduate program, and, if so, how these changed beliefs influenced their teaching practice. Subjects included 18 graduate students (8 males and 10 females) from Saudi Arabia who had come to the United States to study at an urban university reading center. The students, ages 23 to 47, were enrolled as a cohort in a special 54 credit master's program in reading education to prepare them to adapt a reading center appropriate for their culture. Subjects varied in experience; 4 were educators, 3 had master's degrees in other disciplines, and 12 had previous work experience in outside fields. Initial data included structured open-ended interviews upon entry in the program and literacy biographies written for a class during the first semester. Weekly reflective writings and monthly credos were collected during the study. Finally, students answered a questionnaire and generated concept webs at the beginning of the second semester and at the end of the final semester. Weekly observations and field notes of practice teaching, as well as ongoing transcribed audio- and videotapes of class sessions served as secondary sources of data. An analysis typical of constant comparison approaches was used by the research team to generate broad conceptual categories for coding purposes. There appeared to be a willingness to accept literally, with few questions, everything that was presented. The transition from theory to practice was particularly difficult. Beliefs appeared to change in oral and written language more than in practice. Many students appeared to reflect the traditional gender roles of their society in their practice. Resistance occurred when students did not want to incorporate reading strategies in their practice teaching and tutoring but would apply them in their own learning.

II–3 Preservice/inservice preparation

NISTLER, ROBERT J., & SHEPPERSON, GRACE M. (1993–1994, Winter). Negotiating change: Teachers and university professors working together. *Journal of Reading Education, 19*, 29–45.

Describes a collaborative effort between two university professors and the faculty of one elementary school designed to bring about change in literacy instruction. The collaboration took place in three phases over the course of two-and-one-half years. Participants were 23 teachers during the first phase, 26 teachers during the second phase, and 41 teachers during the third phase. During the first phase, teachers shared their literacy practices and beliefs and began to establish a common knowledge base regarding holistic literacy instruction. Trust-building and regularly scheduled times for professional dialogue were critical during this phase in which fourteen 60-minute inservices were offered. During Phase Two, twenty-one inservices were offered during which the university professors modeled child-centered, meaning-based instruction. Professional dialogue increased as participants shared practices with which they had experienced success. On 34 separate occasions, grade level teams met with the university professors for formal consultations. During the final phase of the project, grade-level

meetings and consultations were continued. Data sources included audio tapes of individual, small group, and whole group meetings; teacher journals; formal reflections on the project; responses to questionnaires; fieldnotes of classroom observations; and the researchers' reflections. The data were analyzed using the constant comparative method. The results are presented in accordance with four stages of response to innovation. Three case studies are presented of teachers who were at Stage 4, the highest level of participation in the project. The discussion focuses on the benefits and the challenges of teacher-researcher collaborations.

BOTEL, MORTON; RIPLEY, PATRICIA M.; & BARNES, LISA A. (1993, September). A case study of an implementation of the 'new literacy' paradigm. *Journal of Research in Reading, 16*, 112–127.

Describes implementation of a collaborative professional development effort by staff members of a university and a number of local school systems. The investigators were interested both in the processes involved in the pursuit of a new conception of literacy (constructive, social, learner-centered), as well as in teacher practices. Teacher volunteers participated both in an on-going professional development seminar and in keeping journals, reflecting on their reading and experimentation. The seminar was designed for practitioners interested in the Pennsylvania Framework, a comprehensive plan for reading, writing, and talking across the curriculum. In the case study district, 62 K–8 teachers read the Framework, read other sources on the "new literacy", implemented various aspects in their own classrooms, and wrote descriptive dialogue journal with colleagues. Collected over a 30-week period, these journals served as the evidence of the critical and collaborative thoughts of the reflective practitioners in the case school. Journals were analyzed to find emergent themes and issues related to teachers' use of their new literacy understandings and their responses to change. In general, participants constructed more integrated language/learning experiences for pupils and became aware of the increasingly high level of pupil response and enthusiasm. Teachers began to draw on children's prior knowledge in developing activities. Many felt validated by the realization they had used holistic activities in the past and by the support from colleagues. They expressed concern over the lack of time to implement the plan, the lack of congruent assessments, and the need for more specific guidelines for developing pupils' skills.

COMMEYRAS, MICHELLE; REINKING, DAVID; HEUBACH, KATHLEEN M.; & PAGNUCCO, JOAN. (1993). Looking within: A study of an undergraduate reading methods course. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 297–304). Chicago, IL: The National Reading Conference, Inc.

Asks how different orientations used in teaching six sections of a reading methods course affect preservice teachers' perceptions of their preparedness to teach reading, the relevancy of the course, and the influence of grading procedures. The instructors who taught the six sections of the reading methods course were 3 graduate teaching assistants, 1 assistant professor, and 2 associate professors, each of whom had been a classroom teacher for more than five years. The second group of participants comprised 165 undergraduate students enrolled in the methods courses. Course sections were characterized as a result of examining syllabi, classroom observations, informal interviews, and one structured interview with each instructor. The individual course sections were described as Lecture, Theory/Practice, Discussion, Study Guide, Decision-Making, and Constructivist. At the end of the course, students were asked to complete a survey consisting of 11 Likert-scale items with a response range of 0 to 5. A total of 109 surveys were completed. A comparison of means across course sections was conducted using ANOVA procedures. Post hoc analysis of items where significant differences existed used a coding system of categories and properties represented in the students'

comments. On the average, the students in all sections were moderately confident that they were learning what they needed to know to be effective teachers, although students in the Constructivist section expressed a mean level of confidence that was significantly below the other five sections. The most prevalent comment across all sections identified the lack of field experience. Students viewed the Theory/Practice section as most relevant; however, each of the other sections was rated high as well. Factors that contributed to relevancy were the extent to which there was attention given to different approaches to teaching reading and the instructor's use of examples taken from his or her own teaching experiences. Students in the two sections that used portfolios exclusively (Constructivist and Decision-Making) perceived that the assessment procedure affected their own performance and interest in learning to teach reading more so than students in the other four sections ($p=.063$).

LEFEVER-DAVIS, SHIRLEY, & HELFELDT, JOHN P. (1994). The efficacy of a site-based literacy methods course developed within the context of a school-university partnership. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 183–194). Pittsburg, KS: College Reading Association.

Investigates the efficacy of a site-based literacy methods course on preservice and inservice teacher development. Students (n=14) participating in the 6-credit literacy methods course met for three hours, two days a week in an elementary school for instruction and field experiences. Students observed in elementary classrooms to view practices being introduced in the course and participated in classroom instructional activities at gradually increasing levels of involvement. Classroom teachers served as consultants and mentors to the preservice teachers and took advice roles in the design and implementation of the course. Preservice and inservice teachers' beliefs and practices associated with literacy acquisition and development were measured at the end of the semester by the *Theoretical Orientation to Reading Profile (TORP)*, preservice teacher reflective journals, and inservice teacher questionnaires. Tests of significance using the pre- and posttest TORP means indicated a shift in students' orientation to a holistic philosophy of literacy teaching and learning. Beyond the specific goals of the course, the nature of the course provided opportunities for preservice teachers to gain unique perspectives. The majority of the inservice teachers (65%) stated that the course had a positive impact on their own professional development.

SAMPSON, MARY BETH, & LINEK, WAYNE M. (1994). Change as a process: A view of an instructor and her students. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 47–58). Pittsburg, KS: College Reading Association.

Describes a study of theoretical beliefs, changes in beliefs, and factors in change. Preservice teachers in an introductory language arts/reading course, their instructor, and a co-researcher were participants in the study. Observations of the instructor and students were conducted weekly during the class. Summary impressions as well as informal conversations were written up at the end of each observation. An open-ended questionnaire, *The Philosophical Orientation to Literacy Learning (POLL)*, was given to all participants at the beginning and end of the course. The POLL asked participants to write about their general beliefs about literacy, literacy instruction and assessment, how they would teach literacy in diverse settings, and the reasons for their instructional decisions. Questions from the POLL served as probes in interviews of three students and the instructor at the beginning, middle, and end of the course. Artifacts generated in the course (projects, syllabi, journals, tests) were also analyzed. The constant comparative method was employed and achieved an inter-rater reliability of 90% or greater among the three raters. Reported findings are based on an

analysis of volunteered data generated by seven students and the instructor. While students' initial beliefs emphasized the importance of teacher-directed, skill-based instruction, their beliefs at the end of the course were more holistic. The most frequently cited factors of student change were the importance of active cognitive and affective participation. While the instructors' beliefs about literacy remained constant, considerable increases were noted in reflection, in cognitive dissonance, and in attempting a congruence between delivery and beliefs.

RISKO, VICTORIA J.; MCALLISTER, DENA; PETER, JEANNE; & BIGENHO, FRED. (1994). Using technology in support of preservice teachers' generative learning. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 156–167). Pittsburg, KS: College Reading Association.

Tests the influence of videodisc-based case methodology on the learning of preservice teachers enrolled in a remedial reading methodology course. Subjects were 17 undergraduate students from two sections of a remedial reading and practicum course required for initial teaching certification. Students had previously completed a developmental reading course, a language arts course, and a practicum. The videocases (Hypercard) were used during the first seven weeks of class prior to the field experience component. The four cases recorded on videodiscs were used with the entire class to explore instructional situations that occur in regular and Chapter 1 classrooms. The data included interview transcriptions, responses on pre- and postcase analysis tasks, and self-reported reflections. Participants appeared to have developed more flexible and alternative interpretations of problems. Students learned how to situate facts and procedures in meaningful contexts and acquired an understanding and spontaneous use of course-related information.

FLEISHER, BARBARA M. (1992, Spring). Videotaping: A tool for self-evaluation. *Journal of College Reading and Learning, 24*, 40–47.

Seeks to determine if videotape and observer feedback increase the accuracy of teachers' perceptions of their teaching. Five teachers enrolled in a graduate reading specialist program were videotaped a total of seven times and then completed a questionnaire both before and after viewing their own tape. The questionnaire addressed beliefs about their lesson, objectives, the learning environment, use of resources, knowledge of content, responses to student behavior, and question-answer strategies. Teachers scored themselves according to the presence or absence of behaviors and cited evidence wherever possible. Trained observers rated only the first videotape. Results indicated a higher relation between the trained observers and the teachers' follow-up questionnaires than between the teachers' pre- and post-ratings of themselves. The teacher who made the least amount of change had the highest rating at the outset. Teachers' reflective logs indicated that each viewed the taping experience as positive, but that a point of diminishing returns was reached after three to five tapings. In Study 2, seven other teachers viewed seven videotapes of their teaching without the questionnaires and the trained observer. Instead, each teacher set an agenda for personal change and completed self-evaluations of the videotapings. Analysis of reflective logs indicated that all teachers believed videotaping contributed significantly to self-awareness and led to changes in teaching behaviors.

FRAGER, ALAN M. (1993). First steps in teaching reading: A descriptive study. In Timothy V. Rasinski & Nancy D. Padak (Eds.), *Inquiries in literacy learning and instruction*. (pp. 191–197). Pittsburg, KS: College Reading Association.

Explores an experience in learning to teach reading to gain preservice teachers' conceptions of successful instruction. Ninety-two secondary education majors were videotaped as they taught a Directed Reading Activity (DRA) lesson in a microteaching format. The three

phases of their instruction included eliciting prior knowledge, asking divergent questions, and receiving responses. Each teacher viewed his or her own videotape and wrote responses, identifying successful aspects of their lessons. Using taxonomic analysis, responses were analyzed first by comparing the teachers' perceptions of successful aspects of their lesson against the three parts of the DRA lesson and then by searching for larger, more inclusive domains. Most preservice teachers identified one of the three parts of the DRA as an aspect of their success; the most frequently identified DRA-matched characteristic was "eliciting prior knowledge" (45%). A further set of more inclusive categories emerged from the descriptions of successful teaching, including the characteristics of receiving positive student response (39%), use of good questioning techniques (36%), and use of good questions (33%). Fewer preservice teachers (10%) mentioned good topic choice as a component of successful teaching. Novice teachers appeared to have multidimensional conceptions of teaching.

WALKER, BARBARA J., & ROSKOS, KATHY. (1994). Preservice teachers' epistemology of diagnostic reading instruction: Observations of shifts during coursework experience. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 59–71). Pittsburg, KS: College Reading Association.

Studies the influence of an undergraduate reading diagnosis course on what preservice teachers regard as important knowledge sources and the stance they assumed toward their own knowing. Participants were 122 undergraduate students enrolled in a compulsory reading diagnosis course offered at two university sites. The 15-week reading diagnosis course was developed collaboratively by the researchers and included a core text, a set of cooperative learning activities, and after-school tutorial sessions with elementary grade children. At the beginning and end of the course, students were asked to analyze a case study of a struggling reader. By comparing the two written reflections, students examined how their thinking had changed, what guiding principles contributed to this change, and rated their responses. Students' pre- and postcase responses were examined for their epistemological responses using applied analytic induction. A checklist matrix was used to determine the features of course instruction that influenced students' knowledge. In the beginning of the course, preservice teachers seemed to rely on received, subjective ways of knowing built on assumptions about children rather than facts or behavioral evidence. At the end of the course, students increased in their context-specific procedural knowledge and could fluently discuss a variety of procedures in greater detail. Students referenced theoretical constructs, such as the reading process, diagnostic process, and literacy development as often as they referenced procedural knowledge of teaching and teaching techniques. Students placed high value on the teaching in the tutorials as influential in their thinking.

ROSKOS, KATHY, & WALKER, BARBARA J. (1993). Preservice teachers' epistemology in the teaching of problem readers. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 325–334). Chicago, IL: The National Reading Conference, Inc.

Identifies the characteristics of preservice teachers' epistemology (sources of pedagogical knowledge and orientation of knowing) in relation to teaching problem readers and the influences of a reading diagnosis course on their epistemology. The participants were 122 undergraduate students enrolled in a compulsory reading diagnosis course over two semesters offered at two university sites. The course was collaboratively designed to feature interrelated learning experiences lasting 15 weeks and included a core text, class activities, and after school tutorial sessions with elementary grade children. Upon entrance to and exit from the course, participants were requested to analyze a problem reader case study by responding

in writing to two question probes. The pre- and postcase responses were analyzed for epistemological characteristics using applied analytic induction. Analysis of 6,280 statements from 244 case study responses revealed nine important sources of pedagogical knowledge influential in the thinking of students and indicative of three orientations: received, subjective, and procedural. The course appeared influential in shifting students' thinking from a predominantly subjective orientation to a more procedural stance.

BACHARACH, NANCY. (1993, Fall). Facilitating emerging theories of reading in preservice students. *Journal of Reading Education, 19*, 8–16.

Describes a series of learning and teaching experiences used in a university education program to help preservice students develop and personalize their emerging theories of reading. Upon enrolling in a reading methods class, students reflected on their own experiences and memories about learning to read. After completing a series of interactive, inquiry-based activities on-campus and in the field, students wrote a one-page description of their theoretical orientation to reading. Analysis of 124 theoretical descriptions revealed that 44% of the students felt that their philosophies of reading had changed from the beginning to the end of the quarter. The remaining 56% of the students noted that, although they had not altered their philosophy of reading, they had grown in their ability to articulate their beliefs. Further, cooperating teachers noted that student teachers seemed better prepared to use methodologies consistent with classroom practices. The author suggests that allowing preservice teachers to develop their own theories of reading based on knowledge, practice, and beliefs is preferable to asking them to memorize the theoretical viewpoints expressed by others.

BARTLETT, ANDREA. (1994, Spring). Untapping the potential of early field experiences in literacy education. *Journal of Reading Education, 19*, 5–11.

Investigates the impact of structured observations and teaching assignments on students' learning from early field experiences in literacy education. Students enrolled in two sections of a two-semester, 6-hour course in Literacy and Literature served as subjects. All were assigned to spend at least 75 minutes per week for 13 weeks in elementary classrooms. However, students in Section 1 were required to complete particular assignments in their field placement, including structured observations, a small group-lesson, a whole-class lesson, and 6 weeks of tutoring. Students in Section 2 had no field related assignments. After each classroom visit, students responded in a journal to the probe, "What did you learn about literacy learning?" Responses for all 44 students were transcribed and coded using constant comparison. In their responses, students in both sections were remarkably similar; however, students in the structured section tended to focus more on reading and writing processes than did the students in the unstructured section. Responses of students in the unstructured section tended to relate to more general aspects of teaching and learning.

CLERY, CAROLSUE, & SMITH, AMY. (1993). Evaluating reader-response journals: A coding system. In Timothy V. Rasinski & Nancy D. Padak (Eds.), *Inquiries in literacy learning and instruction.* (pp. 58–63). Pittsburg, KS: College Reading Association.

Presents a system for coding students' response journal entries and judges its appropriateness for coding entries produced to meet differing class assignments. Students enrolled in two university developmental reading courses taught by two instructors produced journal entries in response to the same texts. However, the assignments were open-ended in one class and directed in the other. Both instructors responded to the entries with questions and statements designed to guide or raise levels of thinking. At the end of the semester, 40 randomly selected journals, 20 from each condition, were coded by the two instructors. Results of the chi square goodness of fit test for each coding level indicated that students given the

open-ended assignment produced significantly more responses at the *relating* level and at the *questioning* level. Students in the directed assignment group, however, produced significantly more responses at the *synthesizing* level and at the *speculating* level. The coding system seemed to fit or describe a range of journal entries; only 1% of the 707 entries analyzed could not be assigned to one of the coding categories. Although there were differences in the frequencies of student responses, the coding system was applicable to both directed and open-ended assignments.

NOE, KATHERINE L. SCHLICK. (1994, Spring). Effectiveness of an integrated methods curriculum: Will beginning teachers teach as we have taught them? *Journal of Reading Education, 19,* 45–49.

Explores the challenges and opportunities that curriculum integration presents to teacher education, describes a model of curriculum integration in one teacher education program, and examines how the program's graduates regard their preparation for integrating curriculum. Seattle University's Master in Teaching (MIT) program reorganized its preservice curriculum to embrace an integrated model, including a 12-hour course that integrates content methods courses. Of 72 graduates of the program in the 1991–1992 school year, 18 who were teaching in the Seattle area completed a two-page questionnaire that explored their use of an integrated approach to reading and writing and questioned the degree to which their classroom curriculum integration was attributed to their preparation. Results indicated that the majority of respondents felt their teacher education program had substantially influenced their philosophy of integration. Sixty-six percent believed that the program was effective in preparing them to integrate reading and writing; 61% had used the strategies extensively during student teaching. Within the teachers' classrooms, 38% reported extensive use of integrated strategies, 41% reported substantial use, and 35% reported moderate use.

HAYDEN, RUTH. (1993–1994, Winter). The impact of instruction on preservice teachers' understandings for literacy teaching. *Journal of Reading Education, 19,* 48–61.

Examines the effect of an introductory language arts methods course, which emphasizes a whole language philosophy, on preservice teachers' theoretical orientations toward literacy instruction. Participants were 128 undergraduate education students at a large Canadian university. The majority of the participants were female and ranged from 18 to 22 years of age. The Propositions About Literacy Instruction (PALI) instrument, a 25-item Likert-type questionnaire, was administered before and after the course. The course was conducted by the researcher over 13 weeks. Each week, students attended three hours of large group lecture and engaged in one hour of small group, hands-on activities. A two-tailed t-test revealed a significant shift in participants' theoretical orientation toward holistic beliefs about literacy instruction from pre-test to post-test. This finding is reflected in several journal entries collected from students during the course. While the shift in orientation was significant for most groups of students, the highest levels of significance were for older students rather than younger students and for females rather than males. Students at either end of the final course grade distribution (i.e., 90% and above and 50% and below) did not show a significant orientation shift.

ELLIOTT, JOAN, & ILLIG, BARBARA. (1994). Classroom research in cooperative learning: Assessing methodology in a teaching of reading course. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 203–210). Pittsburg, KS: College Reading Association.

Examines the effectiveness of cooperative learning in developing positive attitudes toward an initial reading methods course. Students in the course participated in four cooperative learning activities to design various types of reading lessons that would be effective when

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teaching children. Students' attitudes were measured three times during the course with a questionnaire that probed on the specific cooperative experiences and the course itself. Results indicated that students perceived that cooperative learning had a positive effect on their overall attitude toward the course and viewed it as an effective learning and teaching strategy.

ROBBINS, MARY E., & PATTERSON, LESLIE. (1994). Authentic contexts for learning to teach: Going beyond Cambourne's model in field-based preservice literacy courses. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 169–182). Pittsburg, KS: College Reading Association.

Expands on Cambourne's learning model through pattern analysis of professors' feedback to their students and its influence on their learning. Participants were 50 preservice teachers enrolled in two sections of a two-course literacy methods block. The blocked courses were team taught by the researchers, held at separate elementary school sites, and included field experience components. The theoretical basis for the instructional model used in the courses was Cambourne's seven conditions of learning: immersion, demonstration, use, expectation, feedback, approximation, and responsibility. Analysis featured analytic induction and constant comparison of course documents, assessment and evaluations, self-reports of progress, preservice teacher reflections, and anecdotal notes. The initial model adopted in the courses was modified and refined to include reflection, inquiry, and community-building. Learning to teach was found to be a gradual, individualistic process grounded in personal experiences.

II–4 Roles

GARAN, ELAINE M. (1994, March). Who's in control? Is there enough "empowerment" to go around? *Language Arts, 71*, 192–199.

Discusses changing patterns of control in a whole language first-grade classroom as observed in a year-long ethnographic investigation. The classroom used for the study was located in an urban school. Interviews with the teacher, classroom observations, and field notes provided the basis for describing the process by which a master teacher worked to develop the children's sense of responsibility for their own learning and management within the classroom.

BEAN, THOMAS W., & ZULICH, JAN J. (1993). The other half: A case study of asymmetrical communication in content-area reading student-professor dialogue journals. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 289–296). Chicago, IL: The National Reading Conference, Inc.

Conducts a case study analysis of the dialogue in three student-professor dialogue journals written in conjunction with a content-area reading course and its field-based practicum. The three students participating were female, ages 39, 38, and 42, and were majoring in English, social studies, and biology, respectively. The reading course emphasized guiding student learning from text through various teaching strategies and required observation-participation field experiences 2 days per week for 2 hours each day. Journal writing by the students and the instructor took place during the first 10 minutes of each class and journals were exchanged until the next class. Students were encouraged to use journal entries to reflect on the course, text, and practicum experiences. A content analysis and a constant comparison analysis of the professor's responses to student journal entries were conducted. Entries re-

vealed that as students entered public school classrooms, they became focused on the specifics of developing effective lessons. Professor responses to student entries encompassed three categories: extending students' thoughts; answering questions; and acknowledging student's skills and talents. The conversation in the journal was noted as asymmetrical in that the professor maintained traditional professor-student roles and assumed a relatively impersonal stance.

GRAY-SCHLEGEL, MARY ANN, & MATANZO, JANE BRADY. (1993). Action research: Classroom teachers' perception of its impact on the teaching of reading. In Timothy V. Rasinski & Nancy D. Padak (Eds.), *Inquiries in literacy learning and instruction.* (pp. 135–142). Pittsburg, KS: College Reading Association.

Presents a Teacher-Researcher Model used in a graduate reading course and reports follow-up results of teachers' perceptions of both the research project and the course. During the Teacher-Researcher course, students 1) identified a personally significant topic to investigate related to reading/writing processes, 2) conducted a literature review to clarify the topic and provide a base for generating questions, 3) formulated a question or hypothesis, and 4) decided how to investigate the topic. Next, the teacher-researcher conducted the study, analyzed the data, reflected on the findings, offered conclusions, and suggested implications. Research reports were both written and oral. To gauge teachers' perceptions of how conducting action research had affected their teaching, the researchers mailed questionnaires to students from the previous six years. Of 28 respondents, 89% felt their own research had affected their teaching; 79% felt they were better observers and more aware of professional journals and meetings, and 86% felt "empowered" as decision makers in the school and/or classroom. Finally, 61% had conducted or planned to conduct subsequent action research projects.

WILSON, PATRICIA J. (1994, January). What reading teachers really should expect from their school library media specialists: Tips from exemplary reading programs. *The State of Reading, 1,* 19–26.

Examines the reading teacher-librarian partnership and the ways media specialists support teachers within 17 elementary schools across the U.S. that received the International Reading Association's Exemplary Reading Program Awards. Surveys were sent to a random sample of 2 reading teachers at each grade level for a total of 185 reading teachers. Each was asked to respond to four open-ended questions and to 25 statements on a 5-point Likert scale. Each of the library media specialists responded to a similar survey. Of the 129 teacher respondents, 5 were randomly selected to participate in telephone interviews; 3 media specialists were phone interviewed. Nearly 75% of the responding teachers indicated they had a partnership with the school media specialists. The eight most frequently-occurring valuable services provided by media specialists included: (1) creating an awareness of available resources; (2) gathering materials for teachers; (3) involving teachers in professional development activities; (4) implementing flexible scheduling; (5) providing special reading programs; (6) providing the latest technology; (7) teaching research and library skills; and (8) supporting the classroom library.

KNOBEL, MICHELE. (1993, November). Simon says see what I say: reader response and the teacher as meaning-maker. *The Australian Journal of Language and Literacy, 16,* 295–306.

Examines the role of the teacher in children's construction of meaning when listening to the teacher read a text aloud. The study was conducted in four classrooms over a six-month period. The same story was read aloud by the researcher to each class and followed by a whole-class, teacher-led discussion. Transcripts of the sessions were analyzed for the

occurrence of situations not accounted for by the reader response theories. Four such anomalies are presented and discussed. These anomalies are related to patterns of teacher-student and student-student interaction during the discussion and the teacher's ideologies and agendas. The remainder of the article focuses on ways to overcome the anomalies presented.

II–5 Evaluation of programs and materials

HANCOCK, JAN; TURBILL, JAN; & CAMBOURNE, BRIAN. (1994). Assessment and evaluation of literacy learning. In Sheila W. Valencia, Elfrieda H. Hiebert, & Peter P. Afflerbach (Eds.), *Authentic reading assessment: Practices and possibilities* (pp. 46–62). Newark, DE: International Reading Association.

Reports efforts to implement a new form of assessment known as "responsive evaluation" and to explore a process for classroom implementation through a "teacher as co-researcher" process. Evaluation is termed responsive when it is oriented more toward program activities than intents, meets the requirements of its audiences, recognizes different values and perspectives when reporting successes and failures, and rejects the concept that objectivity can or must be obtained. Members of a New South Wales, Australia, team of literacy educators (30 teachers from 7 schools, 2 principals, a curriculum consultant, district supervisor, and 4 university-based teacher educators) attempted to make classroom evaluation consistent with whole language philosophy. Educators worked in groups in seven research sites. Each group collected data, and engaged in personal and collaborative reflection, debriefing, planning, sharing, and refining of both data gathering techniques and analyses. From the first two years of the project, at least two findings have emerged: The first highlights the knowledge that the co-researchers found they needed to become effective responsive evaluators; they learned, for example, the role that tacit knowledge (intuition, values, and beliefs) plays in assessment, evaluation, and teaching. The second finding focused on the processes that helped them begin to take control of the knowledge, e.g., justifying particular teaching episodes for their sense, indicators of learning, and potential for information gathering and evaluation.

SHAPIRO, JON. (1994). Moving toward change: Participants' perceptions of one school's experience. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 85–96). Pittsburg, KS: College Reading Association.

Focuses on the changes that occurred in one school and in its teachers. The school was a large suburban elementary school (K–5). Changes in the school involved the language arts program with a move toward an integrated program and the reorganization of teachers and grades. Twenty elementary teachers (grades 1–5) were interviewed about their perceptions concerning the changes. The principal and resource specialist, who had major roles in the change process, were also interviewed. At the time of the interviews, changes in the language arts program had been implemented during the prior school year and the reorganization of teachers and grades was three months old. The 25-minute interviews took place in the teachers' classrooms during their prep times. Interviews revealed that a strong personal or theoretical model for change was the expected norm in the school, with the principal serving as the major change agent. Support for change was provided by a few key teachers who became empowered because of their beliefs. The majority of the teachers made attempts to try the new model, even though they felt their own ideologies were deemed invalid or unvalued, but became dissatisfied with the results within a few months. While some key aspects of change were evident (an identification of a vision; an attempt to foster acceptance of group goals;

expectation for performance; and intellectual stimulation) other elements were lacking including the provision for individual support.

VILLAUME, SUSAN KIDD; WORDEN, THOMAS; WILLIAMS, SANDI; HOPKINS, LINDA; & ROSENBLATT, CONNIE. (1994, March). Five teachers in search of a discussion. *The Reading Teacher, 47*, 480–487.

Examines the evolution of literature discussion groups from a teacher-initiated to a pupil-initiated model. The research took place in one fourth grade classroom consisting of 28 students. The research team consisted of five teachers each acting as a participant observer as s/he discussed selected books with small subgroups of children within the classroom. Literature discussion groups for purposes of the study met for 45 minutes, once a week over a seven month period. Data consisted of field notes, teacher and student literature logs, teacher and student interviews, and audiotapes and videotapes of literature discussion groups. Individual teacher commitment, along with thoughtful and critical self evaluation were noted as key factors impacting on the emergence of child-centered literature discussion. Meaningful conversations among participants were noted to emerge in atmospheres where children feel their ideas are valued and where time is taken to discuss and think about strategies and expectations.

EL-DINARY, PAMELA BEARD, & SCHUDER, TED. (1993, November). Seven teachers' acceptance of transactional strategies instruction during their first year using it. *The Elementary School Journal, 94*, 207–219.

Examines seven teachers' acceptance of a strategies-based approach to reading instruction in two studies conducted during their introductory year with the innovation. The innovative program, titled SAIL (Students Achieving Independent Learning), introduces pupils to cognitive strategies such as predicting, summarizing, visualizing, and thinking aloud in order to help them to understand difficult texts. Data collection for the two studies consisted of observations and interviews of two cohorts of participating teachers across two years of implementation (1990–91, 3 teachers; 1991–92, 4 teachers). Member checks were completed through teachers' comments on a structured questionnaire based on issues that had emerged from comments or practices. Only two of the teachers fully "bought into" the innovation. The researchers indicated that it may take a great deal more training and support than were available to these two cohorts to become proficient with strategies teaching. Compared with more successful implementation of the program reported elsewhere, teachers' participation was not voluntary; they had fewer inservice days, less support from peers and specialists, and less feedback. The researchers suggest a set of factors that may be critical to teachers' acceptance of strategies instruction.

FERRO-ALMEIDA, SUSAN. (1993, November). Teachers' initial perceptions of transactional strategies instruction. *The Elementary School Journal, 94*, 201–205.

Assesses teachers' initial acceptance of transactional strategies instruction, a reading instructional approach that advocates a coordinated use of strategies to aid decoding, comprehension, and interpretation. Thirty Missouri elementary teachers (grades 1–6) drawn from 3 districts were introduced to the approach, its rationale, and benefits through a brief written summary. Two videotapes with illustrative lessons were also shown. After reading and viewing the tapes, the teachers responded to an 18-item questionnaire designed to elicit acceptability information about transactional strategies instruction. Questionnaire items were categorized according to teachers' attitudes toward transactional strategies instruction, the practicality of the approach, its appropriateness for varying ability groups, its effects on comprehension and memory, and its potential negative effects. Teachers rated each item on a four-point Likert-type scale, and provided comments about the issues measured. Thus, they

judged the instructional approach from its description rather than its use. In general, the teachers found the approach to be acceptable, aggreeing with 16 of the 18 items. Their areas of perceived concern included their perception that there was dissimilarity between transactional strategies instruction and their current teaching, as well as concerns for implementing the approach in classrooms with 30 students.

MILLER, SAMUEL D.; ADKINS, TREANA; & HOOPER, MARY LOUISE. (1993). Why teachers select specific literacy assignments and students' reactions to them. *Journal of Reading Behavior, 25*(1), 69–95.

Evaluates the literacy assignments elementary teachers use in their reading and language arts instruction and how pupils react to different assignments. Researchers collaborated with 3 third-and 3 fourth-grade teachers and their principal to investigate possible reasons for a decline in their teaching satisfaction. Teachers were interviewed at the beginning and end of the school year about factors affecting reading/language arts instruction. Literacy assignments were collected from each teacher's classroom in mid-November and early February. Assignments were gathered to reflect 10 days of coursework during each collection period. Each assignment was assessed for cognitive level, number of skills covered, writing response, and social organization of the task (whether pupils worked alone or together). Teachers also identified two "successful" pupils in their classes who were interviewed about their interest in and liking of different reading/language arts assignments. Pupils were questioned about their expectation for completing assignments and their understanding of what different assignments required. Data confirmed the teachers' belief that lack of pupil motivation was related to instruction. In response to a perceived pressure to better prepare children for standardized tests, teachers assigned predominantly simple, single-skill tasks which the pupils found unchallenging.

BASS, JOANN F., & HESSE, PATRICIA. (1994, Spring). Evaluating a reading/writing program. *The Reader, 18,* 19–23.

Presents the results of an evaluation of an Arkansas elementary school reading/writing program. During the first hour of each day, all pupils in grades 1 through 6 were involved in writing and in conferences. In addition, all children engage in a formalized publishing process several times each year. To evaluate the program, the researchers inspected scores on the state achievement test (the Minimum Performance Test—MPT), analyzed for applied basic skills in writing, and attempted to determine how children felt about reading and writing. Over the three years of the program, 85% of the pupils showed mastery of the skills tested on the MPT. Writing samples of 6 third graders and 6 sixth-graders were evaluated over a 6-month period. Child writers were selected because of their spread in reading scores on the SAT. At the third grade level, all 6 pupils received a rating of 4 or 5 on six identified third-grade level writing skills. At the sixth-grade level, all the children averaged ratings of 4 or 5 on six of the nine skills. Both third and sixth graders indicated neutral or indifferent attitudes toward writing on a researcher-developed 10-item scale. On the Elementary Reading Attitude Survey, children indicated relatively indifferent attitudes toward reading as well.

MOSENTHAL, JAMES; DANIELS, PATRICIA; & MEKKELSEN, JANE. (1993). The portfolio-as-text: Literacy portfolios in preservice, undergraduate, teacher education. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 315–324). Chicago, IL: The National Reading Conference, Inc.

Samples teacher portfolios developed by preservice teachers as a requirement for their literacy methods sequence to assess the portfolio as a learning and assessment tool. The portfolios examined for this study represented the work of 7 undergraduate elementary edu-

cation majors who had completed the field component of a field-based literacy sequence. In the fall, students were placed in an urban or rural school setting where they worked with the classroom teacher twice a week in two hour blocks. In the spring term, students switched schools. During portfolio development, students selected among two types of assignments: reflection (field journals, reading responses) and activity (written reports, lessons, samples). Portfolio construction took place during the final two weeks of the fall and spring terms and consisted of explanations or prefaces to the portfolio as a whole and to sections within the portfolio and documentation of knowledge and expertise. In most cases the portfolios were defined by the activity assignments. Emphasis was given to documenting and providing evidence of students' knowledge and expertise resulting in a display of work. Included is discussion of using the portfolio to display content versus to develop personal and professional themes.

FRAZIER, DEIDRA W.; PALMER, PATSY S.; DUCHEIN, MARY A.; & ARMATO, CRISTINA. (1993). Preservice elementary teachers' evolving perceptions of portfolio assessment. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 305–314). Chicago, IL: The National Reading Conference, Inc.

Explores preservice elementary teachers' experiences and attitudes as they incorporate portfolio assessment in their instruction of elementary pupils. Participants were 24 preservice elementary teachers enrolled in a reading methods course taught by one of the researchers. The course required individual tutoring of elementary grade children in reading and writing. Tutoring occurred in the public elementary school twice weekly for 45-minute sessions over 12 weeks. Participants also met as a class for 2 hours weekly, 30 minutes of which were devoted to addressing issues of portfolio assessment. Preservice teachers were required to develop a portfolio with the elementary children they worked with. Data sources were participants' journals, responses to a questionnaire, case reports of individual children, and the pupils' portfolios. Portfolios were seen as accurate assessments of children, had positive effects on children's self-esteem, attitude, and awareness of learning, and facilitated communication with parents and others. However, many participants still experienced confusion over the nature and purpose of portfolios. The concepts of flexibility, self-discovery, and self-assessment precluded a prescription for the "correct portfolio program".

WEPNER, SHELLEY B., & CACCAVALE, PHILIP P. (1994, Spring–Summer). Transitions to trade books and technology: A case study. *Georgia Journal of Reading, 19*, 10–16.

Describes teachers' efforts to use technology to support their transitions to trade book-based literacy programs. Three experienced third grade teachers were selected by their principal to implement a literature-based technology plan. Pre-post surveys asked for descriptions of teaching situations and reading methodology. During the first part of the year, teachers met with the researcher and reading supervisor to become oriented to the new program's materials and software. The new project involved software thematically linked with trade books, and literature-based plans. After one month, two teachers complained that their pupils were not getting the necessary skills to pass the standardized test. Skill pages were added to the project plans. Comparison of pre-post surveys showed teacher frustration for having been selected by the principal. One teacher indicated dissatisfaction with the emotionally-charged discussions that emerged from the topics of the software and books. Nevertheless, her description of how she taught reading shifted from an emphasis on giving children skills to one of offering the joys of literature. Another teacher reported concern about her pupils' lack of opportunity to work with the computer and became critical of most of the program's components. Even so, she acknowledged that her pupils were reading and discussing more books.

ANDERSON, NANCY A.; CASWELL, IRENE J.; & HAYES, MARY E. (1994). Using peer coaching to provide additional feedback to preservice teachers of reading in an early field experience. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 211–221). Pittsburg, KS: College Reading Association.

Compares students' responses to observations and feedback provided by the reading professor versus a peer coach during an early field experience. Thirty-four elementary education students enrolled in an introductory reading methods course participated in this study. Students were observed and provided feedback by both the reading professor and a peer coach during elementary grade lessons. The reciprocal peer coaching involved training preservice teachers at the same experience level to observe in one another's classrooms and provide immediate feedback through a postlesson conference. Data were collected by means of weekly dialogue journals, field notes from the professor's observations of lessons, data forms completed by the students and peer coaches for each coaching session, a final student course evaluation, and a follow-up survey of the field experience. Students were found to be nervous when observed by the reading professor but some found value in the feedback provided. Students appeared more relaxed when observed by the peer and reported benefit from the sessions. The observers found peer coaching sessions to be enjoyable learning opportunities. It was concluded that peer coaching was a viable method for providing additional feedback to preservice teachers seeking to improve their reading instruction.

MORGAN, ROBERT L.; MENLOVE, RONDA; SALZBERG, CHARLES L.; & HUDSON, PAMELA. (1994, Spring). Effects of peer coaching on the acquisition of direct instruction skills by low-performing preservice teachers. *Journal of Special Education, 28,* 59–76.

Studies the effects of peer coaching on preservice teachers' abilities to deliver direct instruction to small groups of elementary-age students with mild disabilities. Participants were five preservice teachers who had demonstrated low levels of proficiency on written and performance-based assessments of the ability to implement direct instruction. All participants were female with an average age of 33 years and an average GPA of 2.86. Three females averaging 22 years of age served as peer coaches. Peer coaching took place during a practicum involving 2nd, 3rd, and 4th graders with mild disabilities. The effects of peer coaching were measured using: (1) the percentage of effective teaching behaviors exhibited by trainees during reading sessions, (2) probes of effective teaching behaviors in spelling sessions for two trainees, (3) trainees' rates of praising pupils, (4) the rate of pupil responses, and (5) the number of lessons mastered by groups of pupils. Although no statistical analyses are presented, the descriptive data suggest that peer coaching improved the direct instruction teaching behaviors of the preservice teachers. Individual differences in the effects of peer coaching on individual trainees are discussed.

RHODES, JOHN. (1993, November). How pupils and staff experienced a peer tutoring project involving paired reading. *Reading, 27,* 14–19.

Investigates the reactions of pupils and staff to a peer tutoring program involving paired reading to determine enjoyment, ease of implementation, and difficulties which might need to be corrected in subsequent projects. Two teachers and six pairs of children, three from each teacher's class, participated in a project of six weeks' duration. Interviews at the end of the project revealed positive attitudes toward the project by all pupils. Both teachers had positive reactions and felt the program practical, fitting easily into school routines.

EGAWA, KATHY, & EDWARDS, DEBBIE. (1994, April). Evaluating literacy: The beginnings of parent-teacher collaboratives. *Reading, 28,* 15–19.

Reports the results of a parent collaboration project in a rural school district in the United States. In addition to attending goal-setting meetings, conferences, and parent information sessions, Teachers and parents wrote notes back and forth about first and second graders' learning progress. Examples of parent correspondence are included, with several examples demonstrating reaction to and acceptance of a new narrative reporting that replaced traditional report cards.

SHOOP, MARY. (1994, Spring). Reading recovery: An option for emergent readers at risk. *Kansas Journal of Reading, 10,* 40–48.

Presents a review of the Reading Recovery program by detailing the history of the growth of the program in the United States, describing components of a Reading Recovery lesson, presenting the teacher training model for Reading Recovery, and summarizing research results. Recent data from Ohio show a discontinue rate of 86% for pupils. Longitudinal studies indicate that children who had completed the Reading Recovery program were reading higher level texts than comparison group children. Of 36 students tracked 10 years after their Reading Recovery experience, all were performing well in tenth grade.

III. Sociology of reading

III–1 Role and use of mass media

BASIL, MICHAEL D. (1990, Winter). Primary news source changes: Question wording, availability, and cohort effects. *Journalism Quarterly, 67,* 708–722.

Reanalyzes Roper public opinion data from 1937–1987 periods which reflect the answers of approximately 45,000 randomly selected Americans about their primary source of news. The study compares the effects of question wording, media availability, and birth years (generational cohort years). Three wording variants were coded: open/close ended, ordering of alternatives, and acceptance/refusal of multiple responses. Availability was determined by percentage of homes owning radios or televisions and receiving a newspaper. For cohort effects, data were examined relative to birth years. Three analyses were conducted to test the viability of each explanation. Hierarchical multiple regression analyses were used to compare the effects of question wording, availability, cohort, and period effects. A very significant proportion of the variance in news sources can be explained by changes in question wording, media availability, and cohort attrition that have taken place. The findings suggested that television has displaced radio more than newspapers.

VASIL, LATIKA, & WASS, HANNELORE. (1993, January–February). Portrayal of the elderly in the media: A literature review and implications for educational gerontologists. *Educational Gerontology, 19,* 71–85.

Summarizes and synthesizes the finds of 28 empirical mass media studies, from both the electronic and print media. These studies were based on an analysis of television characters and characters from the print media, including children's books, magazines, and basal reader series. The elderly, especially women, were widely underrepresented and characterizations failed to represent the size and proportions of the elderly population. Most of the studies presented the elderly in a negative light. They were rarely cast in major roles and often described in a stereotypical manner.

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VISWANATH, KASISOMAYAJULA; FINNEGAN, JOHN R., JR.; ROONEY, BRENDA; & POTTER, JOHN. (1990, Winter). Community ties in a rural midwest community and use of newspapers and cable television. *Journalism Quarterly, 67*, 899–911.

Examines the relation between community ties and subscription to three media (local daily newspaper, regional newspapers, and a local cable television system) in a Midwestern town (18,000 population). A telephone survey was completed by 377 subjects. Dependent variables included five indices representing different aspects of community involvement. Primary (family) ties included number of relatives living in the community; secondary ties referred to friends. Socio-demographic measures were also collected. The results of ANOVA and chi-square showed relations of civic involvement, political involvement, and voting in local election with local and regional newspaper subscription, but not with cable TV. Secondary ties were associated with local newspaper subscription but not with regional or cable; primary ties were not related to any of the media. Natives and settlers were more likely to subscribe to the local newspapers; drifters were least likely. Older subjects were more likely than younger ones to subscribe to the two kinds of newspapers. Income was unrelated to cable subscription but was positively related with both kinds of newspapers. Several other relations were discussed.

FINNEGAN, JOHN R., JR.; VISWANATH, K.; KAHN, EMILY; & HANNAN, PETER. (1993, Autumn). Exposure to sources of heart disease prevention information: Community type and social group differences. *Journalism Quarterly, 70*, 569–584.

Examines differences to exposure of information about cardiovascular disease prevention as a function of community social systems. Examined were differences over time (10 years) in self-reported (n=9,786) exposure to media, group, and interpersonal sources among 3 communities of different levels of pluralism and among groups of different formal education levels. Each community was surveyed every year between 1980 and 1990. Subjects were asked to recall any messages they had heard, seen, or read about the subject in the past few months and their sources. Interviews were conducted in the subjects' homes. To aid recall, subjects were given cue cards. ANOVA was used to test the hypotheses. Exposure to information was highest in the most pluralistic communities (suburbs) with lower exposure in the regional and small cities. Diversity of exposure source was higher in more pluralistic communities. Although each community showed increasing exposure to electronic sources, little difference based on community pluralism was found. Community differences in exposure to and diversity of sources concerning heart disease prevention narrowed over the ten years. People with some college education or more reported exposure to the greatest number of sources.

FACORRO, LUIS BUCETA, & DEFLEUR, MELVIN L. (1993, Autumn). A cross-cultural experiment on how well audiences remember news stories from newspaper, computer, television, and radio sources. *Journalism Quarterly, 70*, 585–601.

Compares 240 Spanish subjects and 480 American subjects on their retention of facts from 3 news stories presented by newspaper, computer screen, television, and radio and compares those 4 media as sources for recalling news stories within each cultural group. The stories were the same for each group and were matched in the 2 languages as closely as possible. Subjects were assessed by both aided and unaided recall. ANOVA was used to determine how much the subjects recalled from the 4 media. No significant differences were found for aided recall, but for unaided recall there was a significant difference. The patterns of recall for the 2 cultures in the 4 media were very different. The results of t-tests showed that Spanish subjects had higher average scores than Americans on newspapers and on radio presentations for both kinds of recall. The Americans scored higher on the computer news stories. No significant differences were found for television presentations. For American subjects the rank

order of recall was newspaper, computer, television, and radio; for the Spanish, newspaper, radio, television, and computer.

DREW, DAN, & WEAVER, DAVID. (1990, Winter). Media attention, media exposure, and media effects. *Journalism Quarterly, 67*, 740–748.

Investigates relations between exposure and attention to 3 media (newspapers, television news, radio news) as well as relations between media exposure/attention and 4 different possible effects (knowledge gain, opinion direction, opinion strength, and behavior). A telephone survey of 234 adults included demographic data and questions probing attitudes and knowledge about 4 issues, 2 national and 2 local. For each, one issue was obtrusive (likely to impact lives of many) and one, unobtrusive. Both were assessed by a series of questions. Attitude direction was measured on a 5-point scale; the strength of the subjects' opinions was shown on a 3-point scale. Three open-ended questions measured levels of knowledge on each issue. Multiple regressions tested the relations between the independent variables (demographics, political party affiliation, political ideology, direct contact with the issue, media exposure, media attention) and 4 dependent variables: issue knowledge, strength of opinion, direction of opinion, and behavior. Audience exposure and attention to the 3 media were found to be separate dimensions. Significant but weak coefficients of correlation were found between knowledge and behavior and between strength of opinions and behavior. Newspapers were more likely to influence cognitive learning while television influences both cognition and attitudes. Radio news was less influential.

PIERCE, JOHN C.; LEE-SAMMONS, LYNETTE; STEGER, MARY ANN E.; & LOVRICH, NICHOLAS P., JR. (1990, Winter). Media reliance and public images of environmental politics in Ontario and Michigan. *Journalism Quarterly, 67*, 838–842.

Compares the effects of media reliance on images of environmental politics of subjects in Michigan and in Ontario. Mail surveys were sent to approximately 1,000 in cities of at least 25,000 in each place. Subjects were asked to indicate the importance of each of 8 sources for information about acid rain: television, radio, newspapers, friends and neighbors, provincial (state) politicians, national politicians, public agency personnel, groups or organizations. They also were to rate the importance of each source on a 5-point scale, ranging from very important to not important. Ideological images are less likely to be found among subjects with greater reliance on television, radio, interest groups, and agency personnel. They are more likely to be found among those who rely on newspapers (Canada only), friends, and national politicians (U.S. only). It was concluded that reliance on particular media is associated with distinctive images of environmental politics.

AL-MAKATY, SAFRAN S.; BOYD, DOUGLAS A.; & VAN TUBERGEN, G. NORMAN. (1994, Spring). Source credibility during the Gulf War: A Q-study of rural and urban Saudi Arabian citizens. *Journalism Quarterly, 71*, 55–63.

Studies how Saudi Arabians sought and placed credibility in information sources about the Gulf War. Forty male Saudis sorted 30 sources into 3 groups: sources they considered reliable for information about the war; those they had mixed feelings about, or those which were unfamiliar; and those they mistrusted. The subjects sorted further the set of sources into quasi-normal forced distribution and then ranked in order the 10 most important sources of information about the war. The data were Q-factor analyzed using the principal axis method, resulting in 2 groups: (1) global oriented individuals, primarily urbanites, who were international radio-oriented, and (2) traditional or village-oriented men, primarily rural, who placed more trust in domestic media. All relied more heavily on broadcast than print media. Both groups perceived Saudi radio and Saudi TV to be highly credible. They distrusted information about the war from the Iraqi, Jordanian, and Sudanese radio services and were

suspicious of information found in pamphlets and those gathered in conversations with non-Saudi. Most other sources were rated somewhat neutrally. The salient demographic distinctions between the two types of subjects appear to be location (rural vs. urban) and educational level.

PAN, ZHONGDANG; OSTMAN, RONALD E.; MOY, PATRICIA; & REYNOLDS, PAULA. (1994, Spring). News media exposure and its learning effects during the Persian Gulf War. *Journalism Quarterly, 71*, 7–19.

Examines the extent of news media exposure during the Persian Gulf War, the learning effects of this exposure, and the effectiveness of information dissemination by various media channels. Two probability surveys were conducted, one immediately after the war and the other 1-1/2 years earlier. Telephone surveys were made with 607 adults in 1991 and with 614 in 1989. The subjects related the extent of their exposure to newspapers and certain TV news programs, answered 4 questions about the War, and gave demographic information. Comparisons between the two groups were made to show any increases in media use. A factor analysis was made of news media exposure (factor scores): reading newspapers, watching network TV, watching cable TV and PBS MacNeil/Lehrer Newshour, and listening to radio news. A hierarchical regression model predicted knowledge of the Gulf War. The results showed significantly higher levels of news exposure across all media channels during the war. Both newspaper and cable and PBS news programming were positively related to levels of knowledge about the war.

LO, VEN-HWEI. (1994, Spring). Media use, involvement, and knowledge of the Gulf War. *Journalism Quarterly, 71*, 43-54.

Relates 3 types of involvement (cognitive, affective, behavioral) to media use and knowledge of the Persian Gulf War. Interviews were conducted with 734 high school students in Taiwan. They were asked how much time in an average week they spent in reading newspapers and watching news programs on television. To assess cognitive and behavioral involvement, they indicated their agreement with 6 statements concerning their attention and thinking about the Gulf War. Affective involvement was determined by using extremes of attitudes on 3 questions. Subjects were given 19 multiple choice items to test their knowledge of the topic. Pearson Correlations, t-tests, and hierarchical regressions were used to test the data. As predicted, under conditions of high involvement newspaper use correlated more strongly with knowledge than television news use; but under low involvement conditions, newspaper use was not more strongly correlated with knowledge than television news use. Attitude extremity was not related significantly to knowledge.

KEEFER, JOSEPH D. (1993, Summer). The news media's failure to facilitate citizen participation in the congressional policymaking process. *Journalism Quarterly, 70*, 412–424.

Examines the extent to which news media make available issue-related information which facilitates citizen participation in the congressional policymaking process. News coverage of 8 important issues which had been subjected to a floor vote in the House of Representatives was analyzed in 8 daily newspapers and one national television news program during 180 days. The analysis included descriptions of how each issue might affect average citizens, the positions of various people and organizations concerned with the issue, and the length of the report. It was found that the news media rarely explained how a pending issue would affect citizens, never described views of local congressmen, and rarely alerted the public to a forthcoming vote on an issue. Elite newspapers provided much more coverage than local papers. Newspapers in small and medium-sized cities often failed to provide any coverage on the issues. Issues were superficially covered in spite of their importance.

KOSICKI, GERALD M.; BECKER, LEE B.; & FREDIN, ERIC S. (1994, Spring). Buses and ballots: The role of media images in a local election. *Journalism Quarterly, 71*, 76–89.

Examines the role of media in a local election, using media use and public perceptions of media and their interactions as key independent variables. Voting was the main dependent variable. Data were collected in a telephone survey of 664 registered voters in 2 Ohio locations. They reacted to positive and negative statements about the bus system, the main concern in the study, and their agreement/disagreement with statements about the media formulating their media images. The subjects gave information about their use of newspapers and television as well as demographic data. Pearson correlation coefficients tested the data. Some support was found to show that media do not exert direct effects on behavioral outcomes but rather that the process depends on how people perceive the media they use in terms of their ties to special interests in the community and the interaction of their perception with media use.

KENNAMER, J. DAVID. (1990, Winter). Comparing predictors of the likelihood of voting in a primary and a general election. *Journalism Quarterly, 67*, 777–784.

Asks if communication variables have the same impact on primary election turnout as on general election turnout. Telephone interviews were conducted twice, resulting in 207 completed ones in Time 1 and 244 in Time 2. The dependent variable in the first interviews was the likelihood the subjects would vote in the primary election; in the second interview, the likelihood they would vote in the general election. Nine independent variables included age, education, discussion of the election, reading newspaper articles, attention to television news of the election, interest in the campaign, strength of party identification, and party identification, and ability to name the candidates. Multiple regression was used to analyze the data for each election. The analysis was repeated for independents and party identifiers separately. Political interest and discussion were the only variables predicting the likelihood of voting in the primary election. Six variables explained 34% of the variance in likelihood of voting in the general election, reading newspaper stories about the campaign being the most important one. For the independents, interest explained most of the variance in Time 1. In the second time, 5 variables explained 46% of the variance; the most important ones were campaign discussion and reading newspaper stories. Primary voters tend to have more political interest and education than those in general elections.

III–2 Content analysis of printed materials

BARNHART, JUNE E. (1993). The reading-writing relationship: Empirical evidence for the reconceptualization of literacy. In Jerry L. Johns (Ed.), *Literacy: Celebration and challenge*. (pp. 57–73). Bloomington, IL: Illinois Reading Council.

Inquires if there has been an increase in the number of studies focusing on similarities between reading and writing and if the increase is uniform or differentiated across research, theory, and practice domains. Five language and literacy journals during 1978 through 1990 were analyzed. Similarities and distinctive patterns across the journals were found. In all 5 journals there was an increase in the number and percentage of articles linking reading and writing. A more dramatic increase occurred among journals addressing issues of an applied nature. A less dramatic increase was found in the 2 journals focusing on theory and quantitative research.

GARCIA, GEORGIA EARNEST; MONTES, JANE A.; JANISCH, CAROLE; BOUCHEREAU, EURYDICE; & CONSALVI, JOHN. (1993). Literacy needs of limited-English-proficient

students: What information is available to mainstream teachers? In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 171–177). Chicago, IL: The National Reading Conference, Inc.

Analyzes what mainstream elementary grade teachers can learn about the unique features of L2 reading instruction from reading journals and basal reading materials. The sources of information reviewed included articles published in the *Reading Teacher (RT)* and *Language Arts (LA)* from 1979 to 1990 and five recent basal reading teacher manuals (grades 1, 4, and 6) and supplementary materials. All printed sources were read by one of the researchers and those articles that addressed L2 literacy information were identified. A constant comparative method was employed to document the type of L2 information presented, including the type of classroom program/situation, geographical setting; type of article, L1 orientation, explicit versus implicit teaching information, omitted information about L2 instruction, and the number of L2 references and L2 literacy references. A numbering scheme was used to indicate the depth of coverage of features unique to L2 learners (0=not mentioned to 3=main focus or extensive discussion). Only 6% (n=49) of the 861 articles in *RT* and 3% (n=21) of the 674 articles in *LA* dealt with L2 literacy issues. Most of the articles in *RT* (47%) were directed toward bilingual or ESL classrooms and Spanish-speaking children (40%). Less than half of the articles in *RT* and one third of those in *LA* included L2 literacy references which teachers could read more about. Most L2 information was found in supplementary handbooks published by three of the five basal program series. Location of the information was problematic, was not specific to different grade levels, and focused on oral language development. Overall, the analysis revealed that mainstream teachers who diligently read the L2 articles in the journals would know more about L2 students and their development than teachers who just read the basal reading series materials. However, neither source provided enough information to assist teachers in supporting L2 learners.

Hoffert, Sylvia D. (1993, Autumn). New York City's penny press and the issue of woman's rights, 1848–1860. *Journalism Quarterly, 70*, 656–665.

Analyzes 3 New York newspapers to determine how they covered women's rights a month preceding and 2 weeks after state and national women's rights conventions held between 1848 and 1860. The response of these newspapers to the movement was reflected in their headlines, the number, length and content of news stories, and their editorial position toward the movement. These newspapers gave extensive news and editorial coverage to the movement. The *New York Daily Herald* opposed the demands, used ridicule, expressed contempt for the campaign and sensationalized the movement's activities in headlines and editorials. The *New York Daily Tribune* supported the movement at first but later the support became less enthusiastic. It took the demands of women seriously. The *New York Daily Times* supported the demand for increased educational and economic opportunities for women but opposed their voting claims. As time went on, it sensationalized the movement. These newspapers became the conduit through which the activists communicated with the general public.

Busby, Linda J., & Leichty, Greg. (1993, Summer). Feminism and advertising in traditional and nontraditional women's magazines 1950s–1980s. *Journalism Quarterly, 70*, 247–264.

Examines gender images, especially those of women, in advertising in traditional and nontraditional women's magazines from 1950 through the 1980s to determine the impact of the feminist movement on advertising images. A total of 1,871 ads were coded from June and September issues of *McCall's* and *Redbook* for 1959, 1969, 1979, 1989 and *Ms.* and *Working Woman* for 1979 and 1989. They were coded for the number of women, men, children; location of the ad, and product category. Chi-square was used to evaluate the data. The

most striking finding was the relatively large changes which occurred in role-imagery between 1959 and 1969; the number of family roles for women decreased markedly while the number of decorative roles increased significantly. There was a significant decline in the number of women shown in the home and an increase in the number shown outside the home. The number of cleaning products advertised declined from 20% in 1959 to 7% by 1989; alcohol and tobacco advertising increased. Significant variation in role portrayals and in products advertised was found by magazine types.

DUPAGNE, MICHEL; POTTER, W. JAMES; & COOPER, ROGER. (1993, Winter). A content analysis of women's published mass communication research, 1965–1989. *Journalism Quarterly, 70*, 815–823.

Investigates women's scholarship in 8 mass communication journals, 1965 to 1989. A content analysis was conducted to determine the percentage of mass media research in these journals prepared by women and men. Sex differences in research topics and methods were noted in the 1,337 articles examined. Of these, 144 (10.8%) were prepared by female authors; another 198 (14.8%) were authored by multiple authors where at least 1 female and 1 male were listed. A steady increase in female authorship was found from 3.6% in 1965 to 17.3% in 1989. Most popular topics for female writers were content and communication effects on society; males concentrated on industry-related issues, message production, and message distribution. Content analysis was more popular in female-only authored articles than in male-only research. When males and females published together, almost half of their articles relied on some form of survey.

DEMAREST, JACK, & GARNER, JEANETTE. (1992, July). The representation of women's roles in women's magazines over the past 30 years. *The Journal of Psychology, 126*, 357–369.

Analyzes contents of 1,059 articles in 30 issues of *Good Housekeeping* between 1954 and 1982. All articles were categorized according to 9 preselected themes. The number of articles in each category was tabulated for each 10-year period since 1954. The tabulated frequencies were converted to percentages. Most of the articles in each time period were in the categories of marriage and family and efficient homemakers. Least represented were travel and career development in one magazine and personal growth and development in the other. Found was a gradual decline in the number having themes of women as wives, mothers, and homemakers and an increase in articles with political, social, and economic themes. The results of chi-square statistic showed that the proportion of traditional and nontraditional articles changed significantly for the *Ladies Home Journal* but not for *Good Housekeeping*. Although it appears that the magazine industry has responded to societal changes, traditional topic categories still dominate.

BAILEY, WILLIAM T.; HARRELL, DIANE R.; & ANDERSON, LAURA E. (1993, March–April). The image of middle-aged and older women in magazine advertisements. *Educational Gerontology, 19*, 97–103.

Examines the images of middle-aged and older women in 3 magazines published in 1987. The ads were coded according to the number containing pictures of people in each issue and according to the number of women in ads. Variables were age (18–35; 36–55; 56 and up) and setting in which women were shown. Each woman was also rated on five opposing word pairs. *Good Housekeeping* printed more ads featuring women and more women were in the person pictorial ads (ads containing pictures of people) than the other two magazines. A decided age bias was found in the frequency of older women being featured. Only 10% of the women in the ads were older, but 52% of women were older in the *Journal of American*

Medical Association. Ages of women varied by products and the settings they appeared in. Middle-aged women were equally distributed in *Time* and in the other two magazines.

HANSEN, KATHLEEN A. (1990, Winter). Information richness and newspaper Pulitzer Prizes. *Journalism Quarterly, 67*, 930–935.

Compares 30 stories that won or were nominated for newspaper Pulitzer Prizes with 30 matched newspaper enterprise stories (ones that require extensive information gathering) during 1985–1989. The coding involved 2 units of analysis: project as a whole or individual information sources. The stories were coded according to whether the primary channel of information was routine (like official proceedings), informal (as briefings), or enterprise (as independent research). Pulitzer winners used more sources, reflecting more source diversity, and made greater use of such research techniques as use of library, document, and statistical sources. Winners used journalistic interviews less often than non-Pulitzer writers.

CORRIGAN, DENNIS M. (1990, Winter). Value coding consensus in front page news leads. *Journalism Quarterly, 67*, 653–662.

Asks if news stories can be sorted more easily by certain values (conflict, proximity, prominence, significance, human interest, timeliness, consequences) than by the traditional Ws (who, what, when, where, why) and H (how). Data were obtained from a content analysis of 959 news leads appearing on the front pages of 4 newspapers during 5 seven-day periods. All instances of words or phrases representing the 7 news value codings were recorded. Value codings were found in 947 (98.8%) leads, with a total of 2,142 instances. The values found most were prominence (54.5%), vitality/conflict (51.9%), and timeliness (45.4%). It was also found that value coding accounted for news selection which was measured in terms of whether stories selected for banner headlines had more value encoding than other front-page story leads. Evidence consisting in value coding was found across different newspapers, although some differences were found between the larger city newspapers and the smaller city ones.

JOHNSON, THOMAS J. (1993, Summer). Filling out the racing form: How the media covered the horse race in the 1988 primaries. *Journalism Quarterly, 70*, 300–310.

Examines how newspapers and television covered 7 elements of political race coverage in preprimaries and primaries of the 1988 presidential race. A content analysis of the *New York Times* and the *Chicago Tribune* as well as the 3 commercial networks was conducted between October 1, 1987, and April 10, 1988. News stories, features, and news analyses were coded according to the elements of horse-race coverage: public support, expectations, momentum, organizational and financial strength, endorsements, delegate count, and campaign performance. Television ran significantly more polling stories and stressed endorsement stories more than newspapers, while newspapers gave more attention to the organizational and financial strengths of the candidates. Both devoted a plurality of coverage to public support stories. Few differences existed within each medium. Initially, the press focused on general indicators of candidate strength. Later the different measures used provided different perceptions of how each candidate was performing in the primaries.

JOHNSON, THOMAS J. (1993, Summer). The seven dwarfs and other tales: How the networks and select newspapers covered the 1988 Democratic primaries. *Journalism Quarterly, 70*, 311–320.

Reviews newspaper and television coverage of the 1988 Democratic primaries before a front-runner had been determined. As in a previous study a content analysis of the *New York Times* and the *Chicago Tribune* and 3 commercial television networks was conducted between October, 1987, and April, 1988. The amount, tone or theme, and the prominence of can-

didates (name in headline or main subject in television) were coded. The press and television gave similar amounts of coverage to those actively campaigning at each stage of the primaries. Prominence appeared to be related to performance in the race. Television emphasized different candidates than newspapers. Those expected to win important primary states received the most positive coverage. It was concluded that the press covers the race differently when no candidate clearly leads.

KENNEY, KEITH, & SIMPSON, CHRIS. (1993, Summer). Was coverage of the 1988 presidential race by Washington's two major dailies biased? *Journalism Quarterly, 70,* 345–355.

Inquires "if the *Washington Post* and the *Washington Times* avoided bias in their news coverage of the 1988 presidential campaign." The coverage in both papers was compared as well as with a non-newspaper standard from September 1, 1988, until November 10, just after the election day. The non-newspaper standard was a list of 30 campaign highlights obtained from *Congressional Quarterly Weekly Report.* News items and photographs concerning these events were coded as Republican, Democratic, or neutral; headline and photograph sizes, kinds of headlines. Balance of coverage was determined by calculating news story (picture) generation rates (dividing number of stories (pictures) favoring a political party by the number of events favoring the party). Codes evaluated candidate images as favorable, unfavorable, neutral. The *Post's* coverage was found to be balanced and neutral while the *Times'* coverage favored the Republicans. More than one third of the *Times'* headlines and stories were biased, each time in favor of the Republicans.

GURIAN, PAUL-HENRI. (1993, Summer). The distribution of news coverage in presidential primaries. *Journalism Quarterly, 70,* 336–344.

Analyzes the distribution of news coverage across states in the multi-candidate nomination presidential campaigns of 1976 through 1988. The front-page campaign coverage in the *Washington Post* and the *New York Times* yielded a total of 175 reports of primaries and caucuses. The dependent variable was the magnitude of national news coverage allocated to each state contest. All six independent variables (campaign as part of a regional primary, size of state delegation, delegate selection mode, winner's margin of victory, sequence of contests, dummy variable for Iowa and New Hampshire) were significant in influencing the distribution of news across states. Contests that were part of a regional primary received less coverage than contests which were not.

EVENSEN BRUCE J. (1993, Winter). "Cave Man" meets "Student Champion": Sports page storytelling for a nervous generation during America's jazz age. *Journalism Quarterly, 70,* 767–779.

Analyzes press coverage of the 1926 Dempsey-Tunney fight and criticism of that coverage in the context of an ongoing dispute concerning journalistic professionalism. Case studies were made of 7 major daily newspapers in 3 cities that wanted to stage the bout. Although defenders of journalistic respectability charged tabloids with sensational coverage, they also used tales of heroism, hokum, and cultural spectacle. Temporary gains in circulation were found for some of the papers.

BUCKMAN, ROBERT T. (1993, Winter). How eight weekly newsmagazines covered elections in six countries. *Journalism Quarterly, 70,* 780–792.

Investigates how 8 newsmagazines in 6 countries covered the same events, elections in 6 countries. Newsmagazines were from the United States (3), Great Britain, France, Mexico, Canada, Chile. For the 6 elections, 22 issues of each magazine were analyzed. The unit of measurement was the column inch; headlines and any accompanying graphics were in-

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cluded. The numbers of column inches were compared by chi-square. The percentages of newshole devoted to their own elections were determined. Geographic proximity was found to be an important newsworthiness factor; but other cultural, political, and economic ties also affected coverage.

ERIBO, FESTUS. (1993, Spring). Coverage of Africa south of the Sahara by Pravda, Izvestia, Trud and Selskaya Zhizn, 1979–1987: A content analysis. *Journal Quarterly, 70,* 51–57.

Examines the coverage of Africa south of the Sahara in 4 Russian language newspapers in 1979, 1983, and 1987. Analyzed were amounts of coverage given to pro-Soviet and nonpro-Soviet countries; political development, crises and cultural news; and direction of coverage (positive, negative, neutral). A stratified random sample of 14 issues of the 4 newspapers was selected in 2 stages: a continuous week and a constructed week. The analysis included 1289 column inches in 210 news stories. Pro-Soviet countries received 73% of the column inches. Political news dominated the 3 years' coverage, followed by crises news. There were more positive news stories (63.8%) than negative (13.3%) or neutral (22.9%).

RIFFE, DANIEL; AUST, CHARLES F.; GIBSON, RHONDA J.; VIALL, ELIZABETH K.; & YI, HUIUK. (1993, Autumn). International news and borrowed news in the *New York Times*: An update. *Journalism Quarterly, 70,* 638–646.

Compares the 1980–90 prevalence of borrowed news in the *New York Times* with that to earlier 1969–79 data in regard to increases and differences among First, Second, and Third World blocs. Sampling and coding procedures were replicated. Items were coded for geographical focus, originating agent (wire services or *Times* correspondent), and borrowed news or material attributed to news media/organizations. All international news was coded in issues from 2 constructed weeks per year from 1980 to 1990, or 154 total issues. Kendall's *tau* was used to analyze data. Separate trends were computed for the 22 year period. The number of international news items had decreased over the 22 years. Approximately one in 5 items contained second-hand or borrowed news (material first attributed to another news organization) although trend analysis indicated increasing news borrowing. Borrowed news was most common in items from Second World (Communist) nations, but the proportion dropped significantly during the 80s. Borrowed Third World news continues to increase significantly.

KRISHNAIAH, JOTHIK; SIGNORIELLI, NANCY; & MCLEOD, DOUGLAS. (1993, Autumn). The evil empire revisited: *New York Times* coverage of the Soviet intervention in and withdrawal from Afghanistan. *Journalism Quarterly, 70,* 647–655.

Analyzes content of 319 (10%) news stories concerned with the Russian-Afghanistan issue in the *New York Times* published between 1979 and 1989. Eight elements were defined as threatening or non-threatening based on U.S. foreign policy interests, in accordance with a propaganda model. The tone of coverage toward these elements was examined, and coverage before and after 1985 was compared. T-tests were performed to examine differences in the presentation and tone of the 8 elements. The entire population of news stories was examined for longitudinal trends. The tone of non-threatening elements to U.S. interests was found to be positive; that of threatening elements, negative. The study found support for the propaganda model's prediction that news coverage of an issue would be consistent with U.S. foreign policy interests.

SIMMONS, BRIAN K., & LOWRY, DAVID N. (1990, Winter). Terrorists in the news, as reflected in three news magazines, 1980–1988. *Journalism Quarterly, 67,* 692–696.

Analyzes 185 articles dealing with terrorism in three news magazines during March, 1980, through March, 1988, to determine names used for the perpetrator of a terrorist act.

Factual circumstances surrounding the act were also coded. Six circumstances were used as variables and were cross-tabulated with the independent variables (descriptive label) to yield a frequency count for each and an identification as to how the label use broke down according to dependent variables. The resulting data were descriptively summarized; chi-square analysis was also performed. Thirteen different labels were used by the three magazines, "terrorist" being used 65% of the time. The two next most widely used labels were "gunman" and "guerrilla." U.S. citizens were involved in 91 of the reported 185 acts. When they were involved, the "terrorist" label was used on nearly 80% of the occasions. It was also used when those opposed to U.S. policy committed a terrorist act. No statistically significant relations were found.

LULE, JACK. (1993, Summer). News strategies and the death of Huey Newton. *Journalism Quarterly, 70,* 287–299.

Studies news coverage of the death of Black Panther leader, Huey Newton. The accounts in 12 newspapers, August 22 and 23, 1989, were analyzed. The study used a qualitative analysis. Choices of titles, verbs, adverbs, qualifiers, symbols, metaphors, assumptions, and beliefs were considered. Three strategies were identified: irony, incongruity, and citation. Through irony the reports disavowed the importance of Newton's life. Through incongruity the reports built descriptive contrasts, emphasizing sordidness of his demise. He was portrayed as a gangster through citation of his criminal record. Sources and events that might refute or balance the portrayal were omitted. His goals and accomplishments were trivialized. The reports degraded and devalued his life and work.

SHAH, HEMANT. (1990, Winter). Factors influencing development news production at three Indian dailies. *Journalism Quarterly, 67,* 1034–1041.

Investigates factors that may have affected the content of development news in 3 Indian dailies, published on one randomly chosen day from each month in 1985. Development news referred to the needs of people which include primary needs, such as food, and secondary needs, such as transportation. Of the sample of 2,382 items reviewed, 378 fit the definition of development news. Included were 54 topics, the most frequently mentioned being social welfare issues; international and national economics; agriculture and rural development; industry; science and technology; and politics and diplomacy. Men in government positions were the most typical news sources. About 75% of the items focused on national, urban, or regional areas. Personal interviews with 14 Indian journalists and mail responses from 38 others indicated that key resources by the government, traditional news values, such as emphasis on speed, and inadequate journalism training were responsible for journalists' neglect of development news coverage.

III–3 Readability, legibility, and typology

RICHGELS, DONALD J.; TOMLINSON, CARL M.; & TUNNELL, MICHAEL O. (1993, January/February). Comparison of elementary students' history textbooks and trade books. *Journal of Educational Research, 86,* 161–171.

Determines differences in ways textbook and trade book passages are structured at the sentence and text levels and how structural characteristics contribute to good informational and narrative texts. Fifteen passages from 4 fifth-grade history textbooks and from 3 historical trade books were parsed into T-units (complete clauses) and were identified as being causal, response, alternative, sequence, description, evaluation, evidence, explanation, or adversative. Relations between ideas were illustrated by tree diagrams. Comparisons of the 2

kinds of books were made in terms of sentence length, sentence complexity, subordination, macro-level use of organization predicates, and micro-level coherence. The results showed better structure and coherence in trade books and suggest that trade books are more comprehensible than textbooks.

GILBERT, KATHY, & SCHLEUDER, JOAN. (1990, Winter). Effects of color and complexity in still photographs on metal effort and memory. *Journalism Quarterly, 67*, 749–758.

Tests the effects of color and complexity of how people process information in photographs taken from popular magazines. The 52 college students were randomly assigned to either color or black-and-white photographs, one of 3 videotapes, and one of the 2 caption orders. Previously 77 students had rated each photograph for complexity. Two or three-word captions described the photographs. Mismatch pairs were created by randomly reassigning half the captions to photographs they did not describe. The subjects saw both high and low complexity conditions; half were randomly assigned to the color condition while the remainder saw the black-and-white condition. A 2 (color vs. black and white) x 2 (simple vs. complex) mixed factor design was used. Color was a between-subjects variable; complexity, a within subjects variable. Reaction time and visual recognition accuracy scores were the dependent variables. Decision times were recorded in milliseconds. A photo appeared on the video monitor followed by the caption on the computer screen. Subjects struck keys to indicate congruency or lack of it and whether or not they had seen it before. The mean reaction time was found to be significantly faster for the color than for the black-and-white group. Complexity did not increase or decrease image memorability. Subjects remembered complex images for previously seen photographs and for color photographs.

KELLY, JAMES D. (1993, Spring). The effects of display format and data density on time spent reading statistics in text, tables and graphs. *Journalism Quarterly, 70*, 140–149.

Investigates the relative efficiency of 3 statistical display formats used in newspaper and magazines: text, tables, graphs. Time readers spent reading a display on a computer in search of answers to 5 specific questions was measured rather than using recall of information from memory. Dependent variables were the amount of time for reading and answering questions, accuracy of response, and an index of visual appeal (a semantic differential-type scale). Independent variables included display format, data density, and topic. The experiment was self-paced with all information presented on a Macintosh LC computer; all responses were made using the mouse. The 18 undergraduate subjects were randomly assigned to a presentation order. Their time and correctness of each answer were recorded. Data were analyzed by ANOVA. All 3 independent variables were significant. In terms of processing time, graphs and tables were more efficient forms of statistical data display than was a paragraph of text; no significant difference was found between graphs and tables.

WATANABE, RONALD K. (1994, January). The ability of the geriatric population to read labels on over-the-counter medication containers. *Journal of the American Optometric Association, 65*, 32–37.

Investigates the effects of vertical letter height and horizontal letter compression on readability. The 92 subjects, 60 years of age and older, read a portion of printed labels from 3 different medical drug containers. The print was of high contrast (dark lettering on white labels) but varied in letter size and compression. Letter size was determined by measuring the height in mm of lower case letters and converting to the equivalent Reduced Snellen visual acuity level. Letter compression was translated into acuity by counting the number of letters

and spaces in one inch and dividing this number into 1000. Results were compared with the Snellen denominator to determine if extra magnification were needed. The number of errors was counted and recorded for each label. The Tylenol label was much harder to read than the Advil or Thrifty Maximum Strength Arthritis Relief (aspirin) labels. Very few subjects were unable to read the latter two labels. Horizontal letter compression had a greater effect on readability than vertical letter height. The conclusion was that a significant portion of the elderly population cannot adequately read the print on certain medication labels.

III–4 Reading interests, preferences, habits

FOWLES, JIB. (1993, May). Are Americans reading less? Or more? *Phi Delta Kappan, 74*, 726–730.

Uses data from the media of books, magazines, and newspapers to argue that Americans are reading more rather than less. In 1970, $2.9 billion was spent on books; in 1988, $9.8 billion. The number of volumes sold increased by 47%, from 1.5 million in 1975 to 2.2 million in 1988. Library book circulation has increased also. In 1977, 987 million volumes were circulated by public libraries; in 1989, the figure was 1,329 million. A 1990 national survey of 4,000 adults revealed that 52% of men and 62% of women visited libraries on a regular basis. A 1989 Harris Poll found that 14% of Americans described themselves as avid readers, versus 10% in 1960. Figures on magazine readership show a similar rise. A 1988 Gallup Poll reported that 52% of adults stated they had read a magazine on the previous day as opposed to 42% in 1963. However, responses to newspaper reading showed a downward trend. While 85% of Americans in 1962 reported that they had read a newspaper the day before, the figure was 75% in 1988.

EVANS, RICK. (1993, July). Learning "Schooled literacy": The literate life histories of mainstream student readers and writers. *Discourse Processes, 16*, 317–340.

Explores mainstream college students' literate life histories in an attempt to understand the types and range of literate activities used. Students in three introductory college English classrooms (n=65) were asked to fill out four questionnaires related to their background and their reading and writing experiences. An interview followed in which subjects were encouraged to expand upon the questionnaire responses in telling their literacy stories. Students classified reading into three types: story reading, school reading, and leisure reading. Story reading was the personally engaging and enjoyable experience of a story in which subjects often reported identifying with characters or being caught up by a particular subject. For school reading, students reported that they were forced to read and that they read only in order to learn information. Leisure reading was considered a time filler and not real reading. All reported their first experience reading was story reading and that it was interactive, often collaborative, and enjoyable. Many recalled the first book they had read to themselves. Remembered, too, were such things as early series books and being excited by the activity of reading. School reading became separated from story reading sometime during the upper grades of the elementary school. Many students did not remember what they read in school; many reported disliking, even hating reading associated with school. A successful reading experience involved discovering and using alternative reading strategies for completing assignments and getting the best possible grade for the least amount of work. Students classified writing into three types also: school writing, personal writing, and creative/imaginative writing. School writing was identified as required, teacher directed, usually formulaic, and valued mostly as a tool for achieving academic success. Most recalled their first writing experience as being in school and involving writing their name.

SCALES, ALICE M.; HARVEY, RHONDA L.; & BROWN, BERNICE G. (1993, March–April). Reading perceptions of noninstitutionalized and institutionalized rural and elderly adults. *Educational Gerontology, 19,* 139–146.

Examines reading perceptions of rural elderly adults, 30 institutionalized and 40 noninstitutionalized. They completed the Survey of Elderly Reading Attitudes inventory which is divided into 4 categories: reading skill, reading preference, emotional awareness, physical capabilities. The Tukey method, pairwise *t* test, and mean scores were used to analyze the data. Significant differences were found among groups within the education/age, set (residential place), and education. The differences in residential styles indicated differences in reading preferences and needs of adults.

III–5 Readership

LOGES, WILLIAM E., & BALL-ROKEACH, SANDRA J. (1993, Autumn). Dependency relations and newspaper readership. *Journalism Quarterly, 70,* 602–614.

Considers goals that readers pursue and the importance of media system dependency relations in explaining the amount of time spent reading newspapers. The responses of 853 adult subjects to a questionnaire measuring the intensity of their newspaper dependency relation, their frequency of newspaper readership, and demographic variables are noted. The results of a regression analysis showed that the dependency relations for social and self understanding explained a considerable amount of variance in readership beyond the variance explained by demographic variables. Differences in dependency relations between more and less affluent readers and between male and female readers are reported.

ZERBINOS, EUGENIA. (1990, Winter). Information seeking and information processing: Newspapers versus videotext. *Journalism Quarterly, 67,* 920–929.

Explores the degree to which information seeking takes place by reading a newspaper and by reading a videotext service and whether recall of information differed. The 50 volunteers from a metropolitan area were randomly assigned to read *The Wall Street Journal* or the Dow Jones News/Retrieval Service. They were given complete freedom to select the information they read in 20 minutes or less. They wrote down each item and the facts they remembered and indicated the degree to which they were looking for this information. Information computing scores for all subjects in each group were combined and averaged. T-tests were used to determine any differences in the two groups. Total time was also computed. Information seeking means were significantly higher for the Retrieval Service group than for the journal group. Readers of the videotext service recalled proportionally more factual information than the newspaper group.

SHIM, JAE CHUL, & SALMON, CHARLES T. (1990, Winter). Community orientations and newspaper use among Korean newcomers. *Journalism Quarterly, 67,* 852–863.

Asks if Korean residents of Seattle use ethnic or American newspapers to satisfy their informational needs and who subscribes to different kinds of newspapers. Telephone interviews were conducted with 165 adults who were asked how well 10 statements concerning their use of Korean and American newspapers fit them. Four resident types were constructed: bi-community identifiers, Korean Community identifiers, and non-identifiers. Criterion variables measured in each newspaper were frequency of reading, current subscription, attention to cultural and quasi-cultural news, patterns of subscribing. No significant differences were found in sex and education among the four types, but the age differences was significant. Newspaper use among the newcomers differed; high American orientation related

in higher use of American newspapers. The bi-identifiers showed the highest percentage for subscribing to both kinds of newspapers while non-identifiers showed the lowest percentage for that pattern. Data were analyzed by chi-square.

III–6 Library usage and services

MILLER, MARILYN L., & SHONTZ, MARILYN. (1993, October). Expenditures. *School Library Journal, 39,* 26–36.

Continues a series of reports summarizing developments in public and private school library media programs, focusing in particular on the status of school library resources and expenditures for collections and staffing. Surveys were mailed to 1,560 school library media centers (LMC) in 50 states; 918 responses were received. Funds to LMCs came from local, federal, and gift monies; more than one-third of respondents received federal funding, and over half received some type of gift funds. Only in the smallest of schools (under 250 pupils) is one book per child being added to the LMC collection. The amount of money spent for books has lessened in relation to expenditures for audiovisual and computer resources, including CD-ROM. Small schools are spending one-third as much as for CD-ROMs as they are for books. One-third or more of schools reported collections that are 45% out-of-date. The average number of media specialists employed has decreased also in the two years since the previous survey. An increase in the use of technology was noted, with 42% of schools reporting that CD-ROMs were available for student use.

ALLEN, ADELA ARTOLA. (1993, Winter). The school library media center and the promotion of literature for Hispanic children. *Library Trends, 41,* 437–461.

Reports findings of a survey of school library media centers with large Hispanic populations. The survey was conducted in order to determine the availability of Spanish language literature in schools with large populations of Spanish-dominant pupils. A total of 305 questionnaires was mailed to public schools serving grades K–8 in eight large urban centers; responses were returned by 62 schools, with 37 of these reporting Hispanic student bodies ranging from 61 to 100%. Library holdings ranged from fewer than 500 books in one school to more than 20,000 books in two schools. Nine schools reported less than 1% of their holdings were in Spanish, 23 schools ranged between 1 and 5%, 6 fell in the range of 6 to 10%, and 19 ranged between 11 and 29%. Of responding schools, 34 reported current budgets of less than 10% for Spanish language books.

TIOUMAS, RENEE. (1993, Winter). Native American literature for young people: A survey of collection development methods in public libraries. *Library Trends, 41,* 493–523.

Conducts a preliminary examination of collection development practices, criteria, and sources employed in acquiring Native American literature for children and adolescents. Questionnaire surveys were sent to 198 public libraries in Alaska and Oklahoma; 49 were returned. Almost 75% of respondents indicated that the percentage of children's/young adult holdings dedicated to Native American literature was below 10%. Findings indicated that only a few standard sources were even barely adequate in identifying materials for purchasing. Budget allocations for acquiring Native American materials were either low or nonexistent. Respondents were not familiar with specialized bibliographies and Native American periodicals recommended in the professional literature as valuable selection aids. The criteria considered most important in selecting materials were readability, authenticity, objectivity, accuracy, recency, purpose, and author's reputation.

III–7 Social and cultural influences on reading

DENNY, VERNA HASKINS (1992, Autumn). Access to literacy programs: Perspectives of African-American adults. *Theory Into Practice, 31*, 337–341.

Asks why African-Americans are underrepresented in adult literacy programs. In an effort to understand the factors promoting or limiting African-American adults' access to literacy programs, data from a qualitative study of current and prospective adult literacy students are presented. Data were gathered through the use of focus groups convened to discuss issues relevant to access and barriers to participation in adult literacy programs. Participants felt that the educational system is set up to make it difficult for African-Americans to learn and that their negative school experiences made it difficult for them to enter the system again as an adult. The groups felt that an improvement in literacy skills would not open opportunities for a better life or make a difference for African-Americans. In particular, there was a feeling that a major factor preventing some from attending adult literacy programs was ego along with embarrassment. The major reason for going back to school related to child care.

BAYDAR, NAZLI; BROOKS-GUNN, JEANNE; & FURSTENBERG, FRANK F. (1993, June). Early warning signs of functional illiteracy: Predictors in childhood and adolescence. *Child Development, 64*, 815–829.

Investigates possible determinants of adult functional illiteracy found in disadvantaged young adults at 3 stages of their lives: early childhood, middle childhood, and adolescence, using 20-year longitudinal data from a sample of black children born of teenage mothers. Literacy of the 202 subjects was assessed by a document literacy test, consisting in part of a subset of items from the National Assessment of Educational Progress adult literacy test. The results of the current study were compared with the results of the National Assessment test. Six waves of the study provided longitudinal demographic data. Preschool cognitive and behavioral functioning was highly predictive of literacy in young adulthood, even when the effects of family environmental characteristics, including living arrangements, quality of home environment, maternal education, and income, are controlled. Family environmental factors which predicted literacy included maternal education, family size in early childhood, maternal marital status, and income in middle childhood and early adolescence.

III–8 Literacy and illiteracy

KIRSCH, IRWIN S; JENKINS, LYNN; JUNGEBLUT, ANN; & KOLSTAD, ANDREW. (1993, September). *Adult Literacy in America: A first look at the results of the National Adult Literacy Survey*. Washington, DC: US Department of Education.

Presents the results of the National Adult Literacy Survey, funded by the U.S. Department of Education. The purpose of the survey was to profile the English literacy of adults in the United States based on their performance on a variety of tasks that reflect types of materials and demands encountered in daily living. In total, 26,000 adults, ages 16 and older, were interviewed; of these subjects some 1,100 inmates from 80 federal and state prisons were included. Each subject spent approximately an hour responding to a series of literacy tasks and answered questions about demographic characteristics, educational background, reading practices, and other areas related to literacy. Based upon their responses, the adults received scores from 0 to 500 for 3 scales reflecting their proficiency in prose, document, and quantitative literacy. Included in the report are descriptions of the types of literacy skills demonstrated by the subjects, analyses of these skills, and connections between literacy skills and such variables as voting, economic status, weeks worked, earnings, reading prac-

tices, occupations, as well as the numerous results. Twenty-one to 23% demonstrated skills in the lowest level on each scale, but there was much diversity in characteristics exhibited within the group. Those in the 2 lower levels were less likely to answer correctly tasks requiring higher level reading and problem-solving skills. Those performing on higher levels could integrate information and showed proficiency in high levels associated with challenging tasks. Those demonstrating lower levels of skills were more likely to be those with fewer years of education, older adults, members of certain ethnic groups, those born abroad, and adults in prison. Subjects demonstrating higher levels of literacy were likely to be employed, earn higher wages, and had better voting records. Newspaper reading appeared to be common among the adults regardless of their literacy skills.

KIRSCH, IRWIN S.; JUNGEBLUT, ANN; & CAMPBELL, ANNE. (1992). *Beyond the school doors: The literacy needs of job seekers served by the U.S. Department of Labor*. Washington, D.C.: U.S. Department of Labor—Employment and Training Administration.

Summarizes results from an individually administered literacy assessment of approximately 6,000 adults participating in two U.S. Department of Labor programs: Job Training Partnership Act (JTPA) and Employment Service/Unemployment Insurance (ES/UI). The assessment incorporated literacy tasks developed from the types of materials adults often encounter: prose tasks (newspaper articles, editorial, and stories); document tasks (job applications, payroll schedules, and maps); and quantitative tasks (bank deposit slip, order form, and an advertisement for a loan). Thirteen blocks of tasks were assembled into 26 different booklets, each of which contained a unique combination of 3 blocks. Participants each responded to a subset of literacy tasks in one booklet. Time allotments included 60 minutes for the administration of the tasks and an additional 20 minutes for obtaining data on background and demographics, education, labor market experiences, income, and activities. With each type of task, five levels of literacy proficiency scales were defined. General findings include the following: (1) demonstrated literacy skills differed markedly on each of the 3 literacy scales among those reporting various occupations; (2) 60 to 65% of JTPA and ES/UI groups felt that they could obtain a better job if their reading and writing skills were improved; (3) on each of the 3 literacy scales between 40 and 50% of JTPA applicants and about 40% of ES/UI participants demonstrated literacy skills in the 2 lowest of the 5 defined levels; (4) approximately 15 to 20% of the JTPA clients and 20 to 25% of the ES/UI clients scored at the 2 highest levels of proficiency; and (5) between 75 to 95% of program participants with 0 to 8 years of education and 65 to 70% of those with 9 to 12 years of education but no high school diploma scored in the lowest two levels on each literacy scale.

School Library Journal. (1993, October). Half of U.S. adults lack basic literacy skills, new study finds. *School Library Journal, 39*, 12, 17.

Summarizes results of a large scale study released by the U.S. Department of Education on the reading competencies of Americans over the age of 15. More than 26,000 individuals were tested, with almost half found to have limited English proficiency. The tests administered covered basic abilities such as gleaning facts from newspaper stories, finding data on business forms, and writing a complaint letter to a company. A second Education Department report also summarized deals with the reading scores of 9-, 13-, and 17-year olds over the past 20 years. Reading scores tended to remain relatively stable for all three age groups over that time period, with African-American and Hispanic students showing stronger gains than the overall group. Students whose parents had more than a high school education scored higher than did those students whose parents did not finish high school.

KELLER-COHEN, DEBORAH (Ed.). (1994). *Literacy: Interdisciplinary conversations*. Cresskill, NJ: Hampton Press.

Presents papers originally prepared and given for an interdisciplinary conference on literacy. The volume brings together a number of disciplinary perspectives from which written language can be studied. Individuals from 14 different fields are represented in the chapters. Various chapters address such questions as the following: How does the state make use of literacy in elaborating power? What impact do schools have on the acquisition and use of literacy? How does literacy advance the goals of religious institutions? How does literacy interact with gender, race and ethnicity? How did writing systems develop? What is the relation between speech and writing in particular cultures? Unifying the chapters are three issues: What is literacy? How have the technologies of literacy evolved and with what results? and What are the consequences of literacy and, in particular, what is the relation between literacy and power?

SIEDOW, MARY DUNN, & FOX, BARBARA J. (1993). School experiences of adults participating in volunteer literacy programs. In Timothy V. Rasinski & Nancy D. Padak (Eds.), *Inquiries in literacy learning and instruction*, (pp. 39–45). Pittsburg, KS: College Reading Association.

Investigates adults' perceptions of their school experiences in order to identify patterns of literacy experiences common among low-literate adults and their perceptions of types of literacy strategies they believe they use. The 81 adults, ages 19 to 86 years, completed individually administered questionnaires which examined their recall of school reading experiences and current reading strategies. The percentages showed no differences in recollection between men and women or between African-American and Caucasian subjects. Most remembered having reading difficulties in the primary grades and sounding out words being hard. Word attack strategies were to skip the word or look it up. Comprehension difficulties were met by asking someone else for help or slowing down and rereading.

SAWYER, DON, & RODRIGUEZ, CARMEN. (1992, December–1993, January). How Native Canadians view literacy: A summary of findings. *Journal of Reading, 36*, 284–293.

Interviews 56 Native Canadian adults with low reading and writing skills concerning their perceptions of literacy. Subjects were asked both open-ended and forced-choice questions about perceived purposes and values of literacy, past and current barriers in learning to read and write, and ideas about a positive learning environment. The majority indicated a need for improved literacy skills for specific and personal reasons; some thought life was easier for people who read and write. They referred to the increased independence for those with better literacy skills. They were rarely motivated by a single factor; instrumental (functional), economic, and family goals were considered to be the most important. Barriers to past learning were personal (dysfunctional families, poverty, racism) and inadequate school experiences. The approach to learning which the subjects liked and emphasized was "watch then do."

HARTLE-SCHUTTE, DAVID. (1993, December). Literacy development in Navajo homes: Does it lead to success in school? *Language Arts, 70*, 642–654.

Focuses upon 16 Navajo children and tries to identify factors that led to their success in reading. Parents were observed and questioned about current and past home-literacy practices. Chosen by their teachers, each student read materials, retold what he/she had read, and was interviewed about his/her reading strategies, attitudes toward reading, and recollections of past literacy experiences. Each had very different home literacy experiences and had developed literacy knowledge before attending school; yet the school system failed to recognize and ade-

quately build on these experiences. The use of standardized tests and basal readers with these children was questioned. Case studies of 2 students were included; they showed contrasting very different literature development paths and how even students at risk can achieve literacy.

PURCELL-GATES, VICTORIA. (1993, November). I ain't never read my own words before. *Journal of Reading, 37*, 210–219.

Presents a case study of how an illiterate urban Appalachian woman progressed to functional levels of literacy when instruction involved her in reading her own language. This report is a part of a larger study and focuses on the adult's growth as a reader and writer as she became a part of literacy events related to her world and language. She was instructed to write about her day or about anything that would help the instructor learn about her. Her journal entries were rewritten with standard spelling by the instructor. During a 2-year period her writing improved; her reading changed from total nonreading to a functional level of reading. Her social world and language did not fit with the language of the school.

FITZSIMMONS, KATHLEEN A. (1991, December). African-American women who persist in literacy programs: An exploratory study. *The Urban Review, 23*, 231–250.

Explores characteristics of 10 African-American women who persisted in literacy programs. Semistructured interviews were conducted with the women, ages 21 to 70 years, who had been in a reading program from 1 to 8 years. Variables examined included goals for improving reading, factors within the subject that promote persistence, social support, influence of family of origin on reading, influence of formal schooling on reading, and factors that promote discouragement. Data were analyzed by a constant comparative method. The women cited their own determination as essential and possibly the most important factor in their persistence. Aspects of their reading programs which helped them to continue were positive relationships with teacher tutor, influence of fellow learners, and instructional techniques. They wanted to improve their job opportunities, to help others through church activities, and to improve themselves. Only 2 of the group had finished high school, but they had been encouraged by their families to attend school. Although they were discouraged at times in their literacy programs, they never wanted to quit.

MADIGAN, DAN. (1992). Family uses of literacy: A critical voice. In Charles K. Kinzer & Donald J. Leu (Eds.), *Literacy research, theory, and practice: Views from many perspectives* (pp. 87–100). Chicago, IL: National Reading Conference.

Provides insights into the ways literacy functioned in the lives of three adults and glimpses at their values and beliefs about reading and writing. The adults in the study were the parents and guardians of elementary school children with whom the researcher had worked as part of an ongoing literacy project. The three adults, ages 22, 30, and 56, were African Americans living and working in a large midwestern urban community. Recorded interviews, field notes, and written artifacts were collected during biweekly meetings and analyzed based on the importance of narrative as a way of seeing and the notions of the social construction of knowledge. The three adults came to value writing in spite of experiences in school and/or family circumstances which discouraged them from doing so. Writing provided the adults with ways of seeing the world and as a way to influence others about the possibilities of change. Writing allowed them to have a voice within a dominant culture that often restricted and marginalized others.

WAGNER, DANIEL A. (1993). *Literacy, Culture, and Development: Becoming Literate in Morocco*. Cambridge: Cambridge University Press.

Combines ethnographic and experimental approaches to study literacy in Morocco. The study addressed several minor questions, including: What are the functions of literacy in

a society like Morocco? and How do Moroccan children and adolescents acquire and retain literacy? Data collection procedures incorporated participant observation in homes, clinical interviews, and objective testing procedures. Data were collected in two field sites, the large city of Marrakech and the small rural town of al-Ksour. Both Arabic and French literacy skills were assessed. Three cohorts of children served as subjects: a group which had just finished preschool and were about to go into primary school (n= 146 with an average age of 6); a group of primary children selected in grade 1 and followed for 5 years (n=350, average age of 7); and a group of fifth graders followed for 3 years (n=464, with a mean age of 12.8 and an age range of 11 to 15). Parent interviews were conducted with some 90% of the grade 1 group. While few differences were found in test performance by region at the preschool level, in the primary school sample, urban children generally outperformed rural children. The longitudinal results showed strong correlational relations between the end of first year reading scores and subsequent reading achievement in years 3 and 5. Hierarchical regression analysis indicated that scores on measures of letter knowledge and word decoding at the end of the first year made the most significant contributions to later reading performance. Reading performance was influenced by such factors as urban and rural residence, preschool experience, and maternal language. Interview data revealed that both children's beliefs about reading and parent's beliefs were related to literacy development in school. Follow-up results indicated that Arabic literacy was retained and improved following dropout, with adolescent females tending to be the greatest gainers. Some significant gains were found in French literacy as well, while math ability demonstrated a significant decline.

MANNING-MILLER, CARMEN L., & CROOK, JAMES. (1993, Spring). Newspaper promotions and coverage of literacy. *Journalism Quarterly, 70*, 118–125.

Analyzes coverage of literacy in 6 large U.S. newspapers from 1987–1989. The entire sample of 208 newspaper articles was examined for 5 characteristics: length of article, placement within sections of the newspaper, article's source, geographical focus, and issue-oriented or feature-oriented treatment. The amount of literacy coverage varied widely among newspapers. All newspapers placed these stories on inside pages of inside sections, not on the front pages. The coverage is predominantly local and community based, rather than national, and was written by staff writers instead of wire services. No differences (chi square) were found in the percentage of feature-oriented and issue-oriented news.

III–9 History of literacy

FYFE, JANET (1992). *Books behind bars: The role of books, reading, and libraries in British prison reform, 1701–1911*. Westport, CT: Greenwood Press.

Conducts an exploratory historical study concentrating on attempts to promote prison reform and rehabilitate prisoners through the provision of books and libraries during the years 1701–1911. Part I of the book deals with the agents of reform, beginning with the Society for the Promotion of Christian Knowledge (S.P.C.K.). Founded in 1698, the objectives of the S.P.C.K. included the distribution of Bibles and religious tracts in order to promote Christian knowledge. Minutes of the organization record the distribution of packets of religious books to Newgate and other London prisons, and, soon afterwards, to county jails throughout England and Wales. The S.P.C.K. was concerned with improving both the material and spiritual lot of prisoners during their sentence but also after their release. Books and other reading materials were supplied also to those condemned to death. The S.P.C.K. had a direct and profound influence on prison reform through the development of prison libraries. Other chapters in the first section include ones dealing with investigative reporters; with Elizabeth

Fry who was the best known and most influential prison reformer of her sex; and with prison chaplains, prison governors, and prison inspectors. Part II deals with penal institutions and systems. Part III contains three chapters: The Organization of the Prison Library, Prisoners' Preferences, and Book Selection and Censorship. Chaplains claimed that male prisoners read avidly. Two types of books appeared to be preferred: (1) those consisting of the adventures of highwaymen and lurid or pornographic works, and (2) books of a more advanced or specialized nature such as ones on surveying, basket-making, grammars, and dictionaries in foreign languages. In the early years of the period under study, chaplains were largely responsible for book selection. Attempts were made to provide approved lists of books from which chaplains were to make their selections. Censorship in terms of books allowed took place at various levels and in various circumstances. An almost universal rule against obscene and immoral literature was applied to books that prisoners could own as well as to those that could be in prison libraries. Much of 19th century censorship was excessive, with the result that libraries were impoverished.

ABDULLAH, SHUAIB; KAMBERELIS, GEORGE; & MCGINLEY, WILLIAM. (1992). Literacy, identity, and resistance within the African-American slave community and some reflections for new forms of literacy pedagogy. In Charles K. Kinzer & Donald J. Leu (Eds.), *Literacy research, theory, and practice: Views from many perspectives* (pp. 379–391). Chicago, IL: National Reading Conference.

Analyzes the historical uses of literacy within the African-American slave community. Data for the analyses include personal letters and narratives composed by African-Americans, as well as interviews with slaves and former slaves. The study demonstrates how literacy functioned in the struggle to reconcile the various forces influencing the identities of African-American slaves as well as slaves' attempts to achieve human dignity and social significance in the context of larger society. Discussion centers on how and why it might be useful to develop literacy programs for African-American children that build upon and extend the liberatory uses of literacy within their historical and cultural tradition.

WEBER, ROSE-MARIE. (1993, October/December). Even in the midst of work: Reading among turn-of-the-century farmers' wives. *Reading Research Quarterly, 28*, 293–301.

Describes The Cornell Reading Course for Farmers' Wives initiated as a part of the university's extension services in New York State in the early 1900s. The course, through its bulletins, presented the values of reading for these women, suggested what to read, and presented important ideas about various duties farm women faced. Two of the 20 core bulletins were devoted to literacy, but 14 others included brief remarks about reading. Readability of the bulletins is estimated at ninth grade level or above. The bulletins urged that reading be valued in practical and intellectual terms and as a respite from demands made on its readers. Fostering reading in children, reading aloud to foster good fellowship, and organizing reading clubs were discussed. Remarks made by women readers published in the bulletins showed that they welcomed the idea of literacy in their lives.

III–10 Newspaper publication

WHITE, H. ALLEN, & ANDSAGER, JULIE L. (1990, Winter). Winning newspaper Pulitzer Prizes: The (possible) advantage of being a competitive paper. *Journalism Quarterly, 67*, 912–919.

Analyzes the relation between newspaper competition and the winning of Pulitzer prizes. Data were gathered for 1985–1989 for newspapers winning the prizes. Papers were categorized according to local competition (no competition, sister papers, joint operating conditions, and pure competition). The unit of analysis was the competitive scheme, not the newspapers. Awards were identified as local, national/international, commentary, photography, no award. Data were organized using log-linear methods with a 4 (competition scheme) x 5 (Pulitzer Prize) x 5 (year) scheme. As newspaper competition increased, the likelihood of winning Pulitzers in several categories increased, but not in local reporting. It was concluded that newspaper competition had less effect on the quality of local reporting but more on inducing newspapers to produce greater variety of excellent reporting in other areas.

KAPOOR, SURAJ, & KANG, JONG G. (1993, Summer). Political diversity is alive among publishers and opinion page editors. *Journalism Quarterly, 70,* 404–411.

Surveys 189 publishers and 168 opinion page editors from 191 U.S. newspapers for their political views. They responded to a 52-item questionnaire containing 30 liberal, conservative, and pragmatic political statements about current issues and events, the editorial decision-making process at the paper, and demographics. Issues were selected because of their dominance during the past six months in newspapers. T-tests were used in the two sets of analyses: comparisons between 168 pairs of publishers' and opinion page editors' responses on political statements, and intra-group comparisons on political perceptions. Results showed diversity in political perceptions among publishers and opinion page editors, with publishers being more liberal. It was concluded that although publishers appeared to have control over editorial page content, communication channels between the two groups were fairly open.

ALLEYNE, MARK D., & WAGNER, JANET. (1993, Spring). Stability and change at the "Big Five" news agencies. *Journalism Quarterly, 70,* 40–50.

Presents a quantitative and qualitative survey of 5 news agencies, headquartered in 4 countries, at the beginning of the 1990s. The major trend in the 1980s was diversification of their operations, including more information service. Reuters showed the most diversification. Financial problems forced some agencies to seek government support, thus raising questions about their reliability as a source of information. TASS in the former Soviet Union ceased being a communist news agency and became an almost entirely new organization. The other news agencies analyzed were the Associated Press, Agency France Presse, and United Press International. Questions about the future of international wire services were raised in 3 main areas: The role of new technologies, the ideological character of the international news flow debate, and their relationships with governments.

HALLIN, DANIEL C.; MANOFF, ROBERT KARL; & WEDDLE, JUDY K. (1993, Winter). Sourcing patterns of national security reporters. *Journalism Quarterly, 70,* 753–766.

Explores the use of sources in national security reports prepared by 23 reporters in 7 major newspapers for the year 1988. Every other story in each paper was coded, a total of 678 stories. The total number of citations was 7,956, the primary units of analysis. Government sources, especially executive branch sources, dominated the national security reporting in the 7 newspapers (58.2%). When all U.S. government sources are grouped together, the total represents 75% of the citations. The largest number of nongovernment sources consist of those from research groups. Although the general pattern of dominance by government sources holds for each newspaper and reporter, some variations were noted in frequency of use and story subject.

LACY, STEPHEN, & SOHN, ARDYTH B. (1990, Winter). Correlations of newspaper content with circulation in the suburbs: A case study. *Journalism Quarterly, 67,* 785–793.

Applies the "umbrella" hypothesis to newspapers, questioning if newspapers compete in layers radiating from the newspapers published in the central city to those published in suburbs. Content in 4 Denver and Detroit metro dailies concerning selected suburbs was analyzed for a randomly constructed week from February, 1986. Content in weekly, twice-weekly, and thrice-weekly newspapers in the same suburbs (Detroit, 16; Denver, 12) was analyzed for the same period. Six content categories were used. Units of measurement were square inches of copy and advertisements. Correlation with circulation within the suburbs and square inches of copy was determined by Pearson correlation procedures. The hypothesis that metro dailies and non-dailies would have similar patterns of correlations between content and circulation received only slight support. In the Denver metro area, there were 3 similar correlations, 2 being in the area of advertising. No similar patterns were found in the Detroit papers.

SMITH, CONRAD. (1993, Summer). News sources and power elites in news coverage of the Exxon Valdez oil spill. *Journalism Quarterly, 70,* 393–403.

Analyzes how journalists reported the Exxon Valdez oil spill. The 2 purposes were to analyze the relative success of power elites (organized economic and political groups with vested interests in how this news was reported) and non-elite sources in gaining access to journalists and to examine how sources representing 3 elite groups (oil industry, Alaska, U.S. government) evaluated statements. Copies of 2 newspaper stories were sent to 209 sources (137 responding) referred to in the stories with a questionnaire asking about the accuracy of the story and assessing attitudes towards the news coverage. The majority of sources named by more than one news organization represented powerful institutional elites. The ones representing the 3 elite groups perceived the stories in different ways and indicated different levels of satisfaction with them. Their degree of satisfaction was not a function of their degree of media access. Those representing the government were the most satisfied; those for the oil industry, the least.

BERKOWITZ, DAN, & BEACH, DOUGLAS W. (1993, Spring). News sources and news context: The effect of routine news, conflict and proximity. *Journalism Quarterly, 70,* 4–12.

Explores the impact of routine news and conflict news on the mix of sources in 3 daily Iowa newspapers and the influence of proximity of a news story to a newspapers' community. A content analysis of staff-written news stories was conducted during a 2-month period. People to whom information was attributed were coded for their organizational status within an organization; affiliation was coded as government, affiliated citizen (business, interest groups), and unaffiliated citizens. News channel (origin of news), conflict, and proximity were also coded. In all, 734 news sources were coded from 237 stories. The results showed that non-routine channel news contained a more diverse range of news sources than routine channel news and for proximate news governmental sources and unaffiliated sources increased for conflict stories.

LULE, JACK. (1993, Spring). Murder and myth: *New York Times* coverage of the TWA 847 hijacking victim. *Journalism Quarterly, 70,* 26–39.

Examines in a case study how a victim of a TWA 747 hijacking was presented in the *New York Times* between June 24 and July 5, 1985. Using the method of dramatism, the investigator studied the language of news reports and concluded that the terrorist victim was transformed to a national hero. Placement, tone, allusions, and other subtleties of reporting were noted. Each news item was charted and broken down into five elements. The reporting centered around the victim as agency (a means of action) and victim as purpose (reason for ac-

tion). Portrayal of the victim was done through quotations, background from U.S. officials, editorials, and testimony from freed hostages.

RHODES, LEARA. (1993, Spring). Role of Haitian newspapers in the United States. *Journalism Quarterly, 70,* 172–180.

Analyzes 4 Haitian newspapers, 3 published in the United States and one in Port-au-Prince, during a 4-week period in November, 1989. The purpose was to identify the content, tone of the articles, and attributions, if any. Content was categorized as culture and politics (62%); international issues, crime, and social service (27%), and other, (11%). No significant differences were found in the content of the 4 newspapers (Pearson-product correlation). Based on tone direction of the information, 34% were considered negative, 19% positive, 8% balanced, and 39% neutral. Location of the content of the articles was in Haiti (82%). The U.S. based newspapers were classified as alternative presses because they stressed the message rather than the audience. An historical background is also given of 2 phases of the Haitian press, one beginning about 1790 and the other in 1978.

MCGANN, ANTHONY F., & SNOOK-LUTHER, DAVID (1993, Winter). Color quality in print advertising. *Journalism Quarterly, 70,* 934–938.

Considers the importance to readers of color and its quality in newspaper advertisements. The 87 college subjects, randomly assigned to 1 of 3 experimental groups, reacted to treatments which altered color intensity only in 4-color, high contrast ads for a common consumer product. In addition to subjects' age and gender, measures of arousal, information processing, and product involvement were collected from each subject. The results showed that color is important to readers, but color quality was not critical. Color in ads influenced the subjects by increasing their arousal levels and their positive evaluation of the ads.

III–11 History of newspapers and magazines

SLOAN, WM. DAVID. (1993, Autumn). Chaos, polemics, and America's first newspaper. *Journalism Quarterly, 70,* 666–681.

Gives reasons for the suppression, after one issue, of *Publick Occurrences,* the first American newspaper. Benjamin Harris, the first and only editor, was influenced by religious purposes when he began the paper. Many believed that the suppression was caused by the Massachusetts Puritan clergy. Instead, the premise given here was that the government's action was motivated in part by efforts of a faction opposed to the leading clergyman, Increase Mather. Some members of a governing council feared the possible consequences of free publishing while others objected to parts of the newspaper's content. From Mather's criticism of the council it was clear that the paper was not suppressed because the Puritan clergy objected to it. Its demise was due to a combination of factors working in the political environment. Harris's fortunes were not adversely affected by the controversy. He became Boston's most successful publisher. After his return to England in 1695 he published at least 3 newspapers.

BALDASTY, GERALD J., & JORDAN, MYRON K. (1993, Summer). Scripps' competitive strategy: The art of non-competition. *Journalism Quarterly, 70,* 265–275.

Focuses on the strategies E.W. Scripps used in establishing newspapers in medium-sized cities, especially on the West Coast, in the early nineteenth century. He was considered a champion of the working class and provided newspapers for its members. Three reasons were given for the success of his industry: 1) He created a distinctive product, a small and

tightly written and edited newspaper, sometimes only 4 pages long. 2) He sought the working class as readers whose interests he thought had been lost in larger papers. 3) He stressed keeping costs low, which, in turn, kept the cost of the newspaper low. He stressed the importance of buyer focus, that different papers served different parts of the reading market. Scripps believed that his working-class buyer focus enabled his newspapers to avoid competitive confrontation. His newspapers blended vision and hard-headed business concerns in sustaining daily publication.

GLEASON, TIMOTHY W. (1993, Winter). The libel climate of the late nineteenth century: A survey of libel litigation, 1884–1899. *Journalism Quarterly, 70,* 893–906.

Examines libel litigation in the late nineteenth century and compares it to the libel situation in the late twentieth century. Libel reports from *The Journalist* (1894–1900) and *The Fourth Estate* (1894–1900) were surveyed and categorized under 18 headings. Typical reports were short and incomplete. Both journals reported an increase in the frequency of libel actions at the pretrial and trial levels from 23 in 1884 and 19 in 1885 to a high of 300 in 1895. Men in government, business, or journalism filed the majority of the suits. Most of the suits dealt with public or professional activities of public persons. When these reports were compared with those at the present time, the strongest similarity was the frequent use of libel law by public figures and officials. Differences were noted in the amounts of awards received.

STEVENS, SUMMER E., & JOHNSON, OWEN V. (1990, Winter). From black politics to black community: Harry C. Smith and the Cleveland *Gazette*. *Journalism Quarterly, 67,* 1090–1102.

Qualitatively examines the Cleveland *Gazette* to aid in determining how black newspapers changed in two 6-week periods 10 years apart, 1886 and 1896. Henry C. Smith, the founder of the *Gazette*, put his stamp on the newspaper and black public life in the city for more than 50 years. In the first period the *Gazette's* mission was to be a political force for blacks, especially in Ohio. By the mid 1890s the political fervor of the newspaper began to wane. It continued to include the same amount of political news, but it had moved off the front page. The content in the latter period showed an increasing importance of the newspaper as an institution shaping and reflecting the values of black communities. Smith's experience is considered to be an important illustration of the significance of the history of the black press in the late 19th century.

BADARACCO, CLAIRE. (1990, Winter). Alternatives to newspaper advertising, 1890–1920: Printers' innovative product and message designs. *Journalism Quarterly, 67,* 1042–1050.

Presents a qualitative content analysis of more than 200 representative printing and allied industry trade journals published between 1890 and 1920. Included were catalogs, booklets, house organs, and employee magazines. Some printers, trained in newspaper and advertising agencies, opened independent shops of their own and absorbed advertising revenues, thus providing an alternative to newspaper and magazine advertising. When advertising posters appeared on trains and elsewhere, newspapers protested.

III–12 Juvenile books and textbooks

FOLEY, TERESA, & SAFRAN, STEPHEN P. (1994, May). Gender-biased language in learning disability textbooks. *Journal of Learning Disabilities, 27,* 309–314.

Determines whether gender-biased language exists in 2 editions of 2 LD textbooks by a female author and by a male author and whether there were changes over time. The frequency of masculine, feminine, and gender-neutral pronouns was examined. The male author exhibited a 7:1 ration in his uses of masculine to feminine pronouns; the female author showed no significant difference in her use of gender-specific pronouns. A comparison of the language used in the two editions showed a significant change only in the use of neutral pronouns by the male author. Chi-square was used to test the differences. It was concluded that the publishing-industry sensitivity to gender-biased language remains essentially unchanged.

KORTENHAUS, CAROLE, M., & DEMAREST, JACK. (1993, February). Gender role stereotyping in children's literature: An update. *Sex Roles, 28,* 219–232.

Inquires if the frequency of males and females and their characterizations in children's picture books have changed. Analyzed were 25 Caldecott winners or runners-up and 125 non-award books published between the five decades of 1940s and 1980s. Both sexes were counted in titles, in central roles and in pictures. Animals were included. A content analysis was done on the major activities of the central characters and the settings. Chi square was used to test the data. The frequency of males and females has become more evenly distributed over the past 50 years. Girls are now being pictured in more instrumental activities but are as passive dependent as 50 years ago. Boys are occasionally shown as passive dependent but are no less instrumental than 50 years ago.

ROBACK, DIANE, & MAUGHAN, SHANNON. (1994, March). Children's booksellers: Steady as they go. *Publishers Weekly, 241* (12), 39, 42, 44–46.

Reports the results of a questionnaire sent to *Publishers Weekly* subscribers and bookstore members of the Association for Booksellers for Children. There were 283 responses. The survey was followed by a telephone poll in which booksellers were asked about some of the issues in the questionnaire. Among those responding, 20% were children's only bookstores. Others were general independents (36%), specialty independents (15%), college or university stores (8%), national and regional chains (8%), and others (10%). Expansions in space devoted to children's books have leveled off, as have sales. The glut of books being published has caused booksellers to rethink their buying patterns. The number of children's titles that booksellers stock rose slightly in many stores over the past year, but the vast majority have no plans to increase the number of titles stocked in the next 12 months. Mothers purchased 38.4% of children's books, followed by teachers (18%), children themselves (12.1%), grandparents (10.6%) and fathers (8.9%). Price-resistance continues to rise.

BERNHARDT, ELIZABETH B. (1994). A content analysis of reading methods texts: What are we told about the nonnative speaker of English? *Journal of Reading Behavior, 26,* 159–189.

Focuses on how second-language children are portrayed in 75 reading and language arts textbooks and in 3 reading and language arts journals (*The Reading Teacher, Language Arts, The Journal of Reading*), published between 1980 and 1992. These were examined for labels given to second-language children, use and application of second-language research, and instructional strategies. Tables of contents were scanned for specific descriptors of second language followed by the counting of pages. After the textbooks and journals were content analyzed, it was concluded that professional writings do not provide a thorough discussion of second-language learners that reflects the current knowledge base.

SHARP, PAT TIPTON, & WOOD, RANDY M. (1994, May). Morals/Values: A review of selected third and fifth grade reading and social studies texts. *Texas Reading Report, 16,* 6–7, 11.

Investigates the extent to which positive moral values are included in 4 reading and 4 social studies textbooks, grades 3 to 5. A matrix of values focusing on religious, individual, and social/secular values, formed the basis of the analyses. A single inclusion of a moral/value from the matrix fulfilled the matrix category. Three of the 4 third grade social studies textbooks contained 75% of the values cited in the matrix; the fourth has examples of all the values. Three of the fifth grade books incorporated 100% of the values; the fourth book, 83%. The same emphasis on values was found in reading textbooks though not to the extent seen in social studies texts.

III–13 Censorship and freedom of the press

DELFATTORE, JOAN. (1992). *What Johnny Shouldn't Read: Textbook Censorship in America.* New Haven, CT: Yale University Press.

Cites and discusses six recent U.S. federal court cases over textbook censorship. The book is based on information collected from court documents, textbooks adoption records, and interviews. Described is how the lawsuits combined with the textbook adoption process to affect textbooks sold nationwide. The six cases discussed involve attempts by religious fundamentalists to influence the content of textbooks and of public education in general. Only elementary and secondary level textbooks are discussed, because it is felt that the selection processes involved at the college level differ from those at the elementary and secondary levels. The author notes that the U.S. appears to be going through a crisis in freedom of speech and this carries over into pressures to censor textbooks. One elementary reading series had 45 separate challenges to its contents in 1990–1991. The primary objection was that the series included stories about witches and ghosts. It is argued that schools can take steps toward offsetting the effects of censorship but active community participation is essential for any real solutions.

III–14 Effects of reading

SICHERMAN, BARBARA. (1993, March). Reading and ambition: M. Carey Thomas and female heroism. *American Quarterly, 45*(1), 73–103.

Presents a case study analysis of the reading of M. Carey Thomas who became president of Bryn Mawr College. Thomas, a figure in late-Victorian America, began a diary in her early teenage years. Her diary, letters, booklists, and later autobiographical musings are used as the data source for a reading profile. For Thomas, reading served several purposes: self-improvement, sociability, and emotional sustenance. She found in reading access to the classics, a higher thought life, and honorable employment, formerly all male bastions. Reading was also a social activity and a focal point for friendships with other women. In addition, reading served as a source of emotional gratification. Thomas's reading portrays a distinctively female culture of reading. A member of the upper-middle class, Thomas read herself into texts in empowering ways. Throughout her life, reading remained a source of satisfaction. Reading may have served as a refuge from other business, but remained always an invitation to pleasure. In her seventies, she declared that books were a delight for her and a temptation that kept her from writing her autobiography.

GUNTHER, ALBERT C., & MUNDY, PAUL. (1993, Spring). Biased optimism and the third-person effect. *Journalism Quarterly, 70,* 58–67.

Investigates conditions that determine presence or absence of the third-person phenomenon (people estimating greater media effects on others than themselves). Hypotheses were tested using a 2 (benefit likelihood of message) x 2 (informative vs. persuasive format) within-subjects experimental design. The 73 undergraduate subjects responded to the contents of one of 8 kits containing 2 advertisements and 2 articles (in each case one being beneficial and the other not). Four topics, considered beneficial, and 4 others, not beneficial, were chosen for both the articles and advertisements. The subjects responded to questionnaires measuring how much the clipping was meant to persuade and how smart it would be to follow the advice and estimate the effect the contents would have on themselves and others. The subjects saw the 4 positive topics as very smart to be influenced by and the 4 negative ones as not at all smart. Topics were judged as less persuasive when presented as news articles than when presented as advertisements. For beneficial topics the subjects expected both themselves and others more likely to agree, more or less equally, with the clipping after reading. They felt they would be personally more resistant to the harmful topics but others would likely agree.

WEAVER, DAVID, & DREW, DAN. (1993, Summer). Voter learning in the 1990 off-year election: Did the media matter? *Journalism Quarterly, 70,* 356–368.

Assesses how much voters in one Midwestern city and one state learned about issue positions of two 1990 U.S. Senate candidates and what images of these candidates they formed from media campaign coverage. Two separate telephone surveys were conducted, one with 754 adults in the state and the other with 282 in the city. Independent variables (demographic characteristics, media use, media attention, vote intention, political discussion) were used to predict 2 dependent variables (knowledge about candidate stands on issues and candidate images held by potential voters). Six regression equations were used, one for each of the 3 dependent variables for each of 2 surveys. Radio news, televised ads, and regional newspapers were significant sources of information about the candidates' stands on issues for the city residents. For state adults, viewing TV ads and paying attention to newspaper coverage of the U.S. Senate campaign were significant predictors of knowledge concerning candidates' stands on issues. Media exposure and attention measures were generally not significant predictors of candidate images.

III–15 Reaction to print

CHARTPRASERT, DUANGKAMOL. (1993, Spring). How bureaucratic writing style affects source credibility. *Journalism Quarterly, 70,* 150–159.

Explores readers' attitudes toward bureaucratic writing and their perception of the authors who use this style. The 172 college students read passages containing bureaucratic writing (containing passive voice, nominalization, abstraction, jargon) and simple writing and rated their impressions of the authors and of the writing on 7-point differential scales. Passages about 4 topics were written in 2 styles: bureaucratic and simple and were put together into 2 sets of questionnaires. Information about the authors was included for 2 topics. The questionnaires also included scales to rate the subjects' familiarity with the content, their perception of the topic importance, and their perception of the passage readability. The subjects rated the authors of the bureaucratic writing as more intelligent, more educated and more expert, but less friendly and not significantly different from the author of the simple style in trustworthiness and open-mindedness. The writers' occupations were not necessary conditions for perceived differences in credibility. However, the subjects consistently preferred the simple to the bureaucratic writing.

GIBSON, RHONDA, & ZILLMANN, DOLF. (1993, Winter). The impact of quotation in news reports on issue perception. *Journalism Quarterly, 70,* 793–800.

Asks if direct quotations more strongly influence the perception of issues than indirect quotations. Undergraduate subjects (60M, 60F) answered questions about their opinions of issues found in news reports and rated their quality. They read or listened to two stories about amusement park safety and wetland conservation, the last acting as a covariate, and answered questions. The experimental design, a factorial one, consisted of quotation (non, indirect, direct), medium (print, radio) and subject gender as independent variables. The principal dependent variable was the subjects' perception of park safety. Data were tested by factor analysis and multivariate analysis of variance. It was concluded that direct quotation is a powerful journalistic tool as subjects presented with direct quotations in the reports considered park safety to be less adequate than those who read indirect or no quotations. The effect emerged for print reports only, not radio.

GOETZ, ERNEST T.; SADOSKI, MARK; FATEMI, ZHALEH; & BUSH, REBECCA. (1994). That's news to me: Readers' responses to brief newspaper articles. *Journal of Reading Behavior, 26,* 125–138.

Studies readers' imaginative processes (spontaneous imagery and emotional response) to newspaper articles. Fifty articles from the *New York Times* were reduced to titles, datelines, and the text down to the first subheading and were randomly divided into sets of 25 which were used in 2 experiments. Undergraduates (n=27, 28) rated their response to the story (familiarity, interest, comprehension, imagery, emotional response) on 6-point Likert-type scales. Ratings on all scales showed high reliability and some variability across stories. Imagery and affective responses (emotional response, story interest) were moderately to strongly related, and both were related to comprehension. Neither general topic nor story familiarity was related to comprehension.

FREDEN, ERIC S., & TABACZYNSKI, TRACY. (1993, Winter). Media schemata, information-processing strategies, and audience assessment of the informational value of quotes and background in local news. *Journalism Quarterly, 70,* 801–814.

Studies newspaper readers' criticisms of news stories based on the form (quotations, background information) in which they were written. Telephone interviews were conducted with 639 adults in one Ohio county. They stated the extent to which they agreed with statements concerning news media and government. A path analysis was conducted using multiple regression. Both media schemata and information-processing strategies were treated as being independent of each other. Dissatisfaction with quotes and background was found to be rather widespread. Subjects (46%) agreed that there is not enough background in the stories, while 69% agreed that politicians' quotes or soundbites say little. Closer reading of the news led to more criticism of structural aspects of the news. Finding the news too beholden to special interests and containing too much bad news led to increased reading between the lines and to greater dissatisfaction with quotes and background.

JOHNSON, THOMAS J. (1993, Spring). Exploring media credibility: How media and nonmedia workers judged media performance in Iran/Contra. *Journalism Quarterly, 70,* 87–97.

Compares the attitudes of 203 media workers and 368 nonmedia workers, all being alumni of one journalism school, towards Iran/Contra news coverage. Multiplication classification analysis of the data from the survey determined whether occupation significantly predicted attitudes after controlling for important background, media use, and political variables. Media personnel more quickly criticized coverage of the Iran/Contra affair than did

nonmedia personnel, but they were more willing to defend reporters against charges that the media covered the event unfairly. Media workers faulted the media significantly for not probing more deeply into the issue. Both groups claimed that the press treated Reagan fairly. Ideology and support for Reagan were the strongest predictors of opinion regarding media performance and Reagan's behavior in Iran/Contra stories.

III-16 History of books and print

MONAGHAN, E. JENNIFER. (1994, Spring). Gender and textbooks: Women writers of elementary readers, 1880–1950. *Publishing Research Quarterly, 10*, 28–46.

Documents the growth and subsequent decline in the number of women who became solo or senior authors of basal readers in the period from 1880 to 1950. The Ginn publishing house, founded in 1867, published its first series of readers in 1885; the author was Jenny Strickney, principal of the Boston Training School for Teachers. A Massachusetts teacher, Ellen Cyr, was the first woman in American history to have a series marketed under her own name. Women had a virtual monopoly as authors of primers even prior to the turn of the century, and, after 1900, the great majority of primers were written by women. During this period, the literature movement influenced the content of basal readers. About 1915, the scientific movement in education and in reading in particular began to influence the field. The movement resulted in a number of reading tests and in a series of monographs reporting on reading research. The research, in turn, was invoked by the authors of new readers who often were men. Of 12 new or revised reading series appearing from 1925 to 1929, women were the sole or joint authors of 8 and coauthors with men of the other 4. However, by 1930, women were joint authors of only 2 and coauthors of 4 out of the 7 series published in that year. Through the Depression and World War II years, solo female authorship of readers remained steady at about one-third of those published. The decline in female authorship of basal readers is explained in terms of a change in the concept of reading professionalism and expertise.

MICHAEL, IAN. (1993). *Early textbooks of English: A guide*. Reading, England: Colloquium on Textbooks, Schools, and Society.

Provides citation information and brief descriptions for a sample of 100 textbooks of English published between 1530 and 1870. Textbooks are divided into four skill areas: (1) Reading, spelling and pronunciation, (2) Reading and literature, (3) Expression and performance, and (4) Grammar and language. The development of textbooks occurred in four phases, with the first textbook of English published about 1532. Phase 1 covers the publication of the earliest English rhetorics and spelling books appearing between 1530–1700. In Phase 2, occurring from 1701–1760, the contents of spellers began including secular as well as doctrinal material. Phase 3, from 1761–1830, brought an increase in the quantity of English textbooks being published, with an average of 17 new ones produced each year during this period. The final phase, 1831–1870, marked a change in content as well as a continued increase in production of textbooks. The sample of 100 presented is intended to be representative of the 3,000 estimated to have been published during the 340 year period. The author does not include the hornbook, the battledore, or the pictorial ABC in the figures or samples cited.

MORRISON, STUART. (1994, Spring). Records of a bibliophile: The catalogues of Consul Joseph Smith and some aspects of his collecting. *The Book Collector, 43*, 27–58.

Describes the catalogues Joseph Smith prepared for his extensive library and art collection in the eighteenth century. He was appointed British consul in Venice and spent most

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of his life there. In the 1750s he found himself in financial difficulties and sold both his books and pictures to King George III. He immediately began another book collection. His library included early editions of classics and of Italian and English literature, history, art, architecture, novels, scholarly works, reference materials, scientific treatises. He continued to buy books in 4 languages until he died at age 96. He financed and controlled the Pasquali Press which published a very wide range of books, this range reflecting Smith's own interests. The report includes a number of titles of books in his personal library.

III-17 Research techniques

GEISLER, CHERYL. (1994). *Academic literacy and the nature of expertise: Reading, writing, and knowing in academic philosophy*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Conducts a series of studies of academic literacy and the nature of expertise. Begins with a review of the literature in two areas and contrasts the literacy practices of experts and novices in the academy. The third section of the book reports the studies of academic philosophy for the research. In the original study, two Ph.D. candidates (experts) and two second semester freshmen (novices) were asked to produce think-aloud protocols as they read a number of articles on issues related to the philosophical ethics of medical paternalism: introductory materials, defining articles, and articles justifying paternalism. In addition, one university instructor and his class were audiotaped as the class read materials and discussed the issues involved. The researcher acted as a nonparticipant observer for the semester during which the data were collected. Interviews with the instructor were conducted before and after each classroom session during one semester; students were interviewed in random order at the rate of two per week throughout the semester. The author offers a four-layered account of her research. The first layer is termed the scientific report to the academic community. A second layer, labeled "Reflective Analysis," deals with the benefits and difficulties of multimodal research. The third layer involves a personal narrative, with a final and fourth layer as an appeal involving the need to change the nature of literacy research.

LACY, STEPHEN R., & RIFFE, DANIEL. (1993, Spring). Sins of omission and commission in mass communication quantitative research. *Journalism Quarterly, 70*, 126–132.

Points out recurring problems in the use and the reporting of quantitative mass communication reports and explains ways these can be corrected or overcome. The problems were grouped into 3 areas: statistical analysis, measurement, and sample decisions. It was pointed out that using a method because it is new to the researcher does not contribute to understanding and that research questions and data should determine methods. It was recommended that eliminating problems and improving research is full reporting and assessment of the consequences of methodological decisions. Often the problems addressed in this review are overlooked by some reviewers with the report of the research being included in journals.

RIFFE, DANIEL; AUST, CHARLES F.; & LACY, STEPHEN R. (1993, Spring). The effectiveness of random, consecutive day and constructed week sampling in newspaper content analysis. *Journalism Quarterly, 70*, 133–139.

Compares the effectiveness of 3 kinds of samples in estimating population parameters for newspaper content analysis. simple random, constructed week, and consecutive day samples. A 182 day (February–July 1986) period was treated as the population. Twenty sets of 4 different sizes (n=7, 14, 21, 28) were compared. Sample efficiency was based on the per-

centage of sample means in each set of 20 falling within 1 or 2 standard errors of the population mean. Constructed week sampling proved to be superior. The percentages of constructed week sample means falling within the parameters always exceeded percentages for simple random samples and consecutive day samples of the same size. For a population of 6 months of editions, one constructed week was as efficient as 4; its estimates exceeded what would be expected based on probability theory.

PRICE, VINCENT. (1993, Autumn). The impact of varying reference periods in survey questions about media use. *Journalism Quarterly, 70*, 615–627.

Tests the impact of varying reference periods (the "past week" as opposed to a "typical week") in survey questions about mass media use. Data were derived from a representative, national sample of 614 American adults who were surveyed by telephone. Two batteries of media exposure and attention questions were used in alternate wordings as part of a split-sample experiment. Subjects were asked about the frequency of reading newspapers, of watching news broadcasts, and of watching or listening to other kinds of programs. Subjects were also asked specific questions on 5 major news events. ANOVA was used to test the differences. Providing subjects with the more specific and more recent time period (the "past week") resulted in significantly lower overall reports of usage across a variety of media. The results also suggested that the atypicality of the more narrow time period was not a serious concern.

WANTA, WAYNE, & HU, YU-WEI. (1994, Spring). The effects of credibility, reliance, and exposure on media agenda-setting: A path analysis model. *Journalism Quarterly, 71*, 90–98.

Studies through path analysis 3 potential variables in the agenda-setting process: media credibility, media reliance, and media exposure. The model tested here assumed if individuals perceive media to be highly credible, they will become highly reliant on media for information, will increase their exposure to media messages, and, in turn, will demonstrate a strong susceptibility to agenda-setting effects. Data came from a telephone survey yielding 341 completed surveys. Content of news media was analyzed for 4 weeks before the beginning of the study; all stories carried on TV and the front pages from 2 newspapers were coded. Issues from these stories were given to the subjects who stated the extent of their concern for each, their credibility, and items measuring exposure to news media. This model tested a series of causal relationships between variables. All path coefficients were statistically significant. Effects coefficients suggested that only exposure played a major role in determining the intensity of agenda-setting effects.

HERBST, SUSAN. (1990, Winter). Assessing public opinion in the 1930s–1940s: Retrospective views of journalists. *Journalism Quarterly, 67*, 943–949.

Explores characteristics of measurement systems used by editors and reporters in the 1930s and 1940s who had a professional interest in public opinion and a desire to evaluate it. Forty-four journalists completed questionnaires inquiring about their methods of measurement. Archives for the systematic evaluation of measurement techniques did not exist for this period. Most believed that public opinion was important in their work, but others felt it was not an issue. Few conducted polls. About one-third conducted or commissioned surveys. They made attempts to be as systematic and quantitative as possible given what they knew about measuring public opinion. They counted letters, telegrams, incoming telephone calls. Editorials from other newspapers were analyzed by 26% of the journalists. Newspapers and magazines were read by 82% to get a sense of public opinion; 70% went to coffeeshops for the purpose of assessing public opinion. Most did not use the sample survey and weren't especially interested in using it.

CHANG, TSAN-KUO; VOELKER, DAVID; & LEE, JAE-WON. (1990, Winter). Organizational factors and nonresponse in a survey of newspaper editors. *Journalism Quarterly, 67*, 732-739.

Asks what factors distinguish respondents and nonrespondents to requests in mail surveys. Three mailings of a 6-page questionnaire to 546 newspaper editors resulted in a final response of 51.6%. A postcard was sent to nonrespondents asking why they did not return the questionnaire. Various answers were given by 67, mainly lack of time, length of the questionnaire, and too many surveys. Numerical data for 8 variables were taken from printed sources for each newspaper, including 5 intra media variables such as percentage of city population with college education. The results of discriminant analyses showed that nonresponse did not cause significant bias in geographic distribution, circulation, and other community-related characteristics. The only difference appears to be related to the structure of the newsroom, especially the size of the editing staff. Editors from smaller, noncorporate newspapers were more likely to respond.

WEST, MARK DOUGLAS. (1994, Spring). Validating a scale for the measurement of credibility: A covariance structure modeling approach. *Journalism Quarterly, 71*, 159–168.

Cross-validates a widely-used set of standard credibility scales developed in two previous studies to understand further reliability and validity of credibility research. College students (n=138) were presented with a semantic-differential instrument composed of the bipolar adjectives. The subjects completed the instrument after being asked to consider the daily newspaper with which they were most familiar. After being coded, the data were submitted to 3 confirmatory factor analyses. The 2 hypothesized models were then tested for reliability, empirical validity, and the suitability of scales for additive use. The data collected in an earlier study were reanalyzed. The credibility scale, when the indicators are standardized before analysis, has acceptable goodness-of-fit indicating the measurement model performs with acceptable reliability and validity. The second scale evaluated is not sufficiently reliable in its present form for use.

KAUFMAN, PHILIP A.; DYKERS, CAROL REESE; & CALDWELL, CAROLE. (1993, Winter). Why going online for content analysis can reduce research reliability. *Journalism Quarterly, 70*, 824–832.

Compares results of hand content analysis of 7 daily newspapers with those of online searches of the same papers through Vu/Text and Nexis databases. In both procedures 40 major national and international stories transmitted by the Associated Press on one randomly selected 24 hour period were counted in the next day's editions. Two coders made hand counts. Rules for using the databases were followed. The major finding was that the results of the 2 methods were different. Inconsistencies resulted when different editions of the papers were used and when newspapers used understandardized policies for uploading stories to Vu/Text. The results differed not only in total number of stories but also which stories were included. Coefficients of correlation between the hand search and online search were relatively low (.489 and .379) while the coefficient between the two database searches was high (.901).

BARTOLO, LAURA M., & SMITH, TIMOTHY D. (1993, July). Interdisciplinary work and the information search process: A comparison of manual and online searching. *College & Research Libraries, 54*, 344–353.

Compares the impact of manual and online search methods on the interdisciplinary search task in terms of the relevance of retrieved items, user effort, user satisfaction, user confidence, and future use. Subjects for the two-semester project were students enrolled in

spring (manual group, n=34) and fall (online group, n=35) senior-level college journalism classes Both groups were assigned a two-part project requiring students to submit two bibliographies which located and evaluated judicial decisions pertaining to a topic on the mass media. In the first part of the assignment, students selected their topic, gathered information, and focused their research project. For the preliminary bibliography, both groups were required to find between 20 to 25 judicial decisions relevant to their topic. The final bibliography (second part of the assignment) involved reading the material on the preliminary bibliography and then selecting the material to be listed on the final annotated bibliography. Students were to select between 4 to 10 judicial decisions considered to be landmark cases and to write detailed abstracts about each. Instruction and treatment for the two groups were kept as similar as possible, with both groups having a one-hour legal research session and a one-hour tutorial session. The manual group was shown how to conduct online searches using LEXIS, a full-text online database. After completion of the final bibliography, students were given a questionnaire assessing user effort, user satisfaction, user confidence, and future use in relation to the search method and search product. In addition to the questionnaire items, variables examined included the number of items listed on the bibliography (retrieval size) and the number of judicial decisions considered relevant to the research topic (precision). The manual group found slightly more court cases on the average than the online group (5 court cases versus 4 on the final bibliography). In the preliminary bibliography, the mean percentage of relevant decisions for the manual group was 18%; for the online group, 94%. For the final bibliography, the mean score of relevant decisions was 20% for the manual group and 49% for the online group. The online group reported being satisfied or moderately satisfied with the results of their searching, and similar levels of confidence in using the search methods were reported by both groups.

APPEL, VALENTINE. (1993, January/February). Anatomy of a magazine audience estimate: The ARF Comparability Study revisited. *Journal of Advertising Research, 33*, 11–17.

Compares differences obtained in reader audience estimates of journals using three different audience estimate procedures. The paper reanalyzes data obtained in an earlier study. Two methods have typically been employed in obtaining reader estimates: (1) Through the Book (TTB) and (2) Recent Reading (RR). Both involve a two step procedure using probability samples of adults who are interviewed, with the first step in both screening a large number of magazine titles by showing each of their logos and asking subjects to tell whether or not each magazine might have been read or looked into in the previous six months. The second step of the TTB method asks respondents to look through a stripped issue of each magazine title and to indicate whether or not they had read or looked through that issue before. The RR method simply asks the respondents if they had read any copy of the magazine in the last publishing interval. The study being reanalyzed used three probability samples of respondents. The first sample was used to measure the audiences of 68 titles using the TTB method and was termed the TTB-T (Traditional) method. Samples 2 and 3 were used to measure the same 68 titles, 34 with the TTB-M (Mixed) method and 34 with the RR method. An additional 56 monthlies were included in Samples 2 and 3 using the RR method, but the data from these were not analyzed. Both Readers per copy and Screeners per copy were estimated. For both monthly and weekly magazines, the TTB-M samples resulted in higher mean screen-in levels than did the TTB-T sample. For monthly magazines, the RR sample resulted in the highest screen-in level of the three approaches. Reanalysis of the data indicated that there were not large variations in the information obtained from the second stage of the interviews. Rather, most of the variance between titles is determined by the response to the screening question used in the first step.

IV. Physiology and psychology of reading

IV–1 Physiology of reading

PALMER, SHIRLEY. (1993, Winter). Does computer use put children's vision at risk? *Journal of Research and Development in Education, 26*, 59–65.

Reviews research documenting the negative effects of computer screen viewing on the visual systems of adults and identifies conditions that ease the effects (nature of the task, quality of the produced image, rest breaks, and environmental conditions). It was stated that no research has been done on the effects of computer viewing on the immature visual systems of children. In addition, it was suggested that while much is known about optimal environmental conditions for computer viewing, little of this information has been applied in educational settings.

RUMSEY, JUDITH M.; ZAMETKIN, ALAN J.; ANDREASON, PAUL; HANAHAN, ASHLEY P.; HAMBURGER, SUSAN D.; AQUINO, TRACY; KING, A. CATHERINE; PIKUS, ANITA; & COHEN, ROBERT M. (1994, January). Normal activation of frontotemporal language cortex in dyslexia, as measured with oxygen 15 positron emission tomography. *Archives of Neurology, 51*, 27–38.

Assesses the ability of dyslexic men to activate left middle to anterior language cortex normally. Subjects were 15 severely dyslexic males, ages 20 to 41, and 20 controls matched for age, sex, handedness, and education. Dyslexics were selected on the basis of an early childhood history of difficulty in reading, no history of developmental language disorder, and current test evidence of continuing severe reading disability with normal intelligence. Brain scanning was performed on a positron emission tomograph. Subjects listened to pairs of sentences, 3 to 8 words in length, presented binaurally through insert earphones at the rate of 10 pairs per minute. The sentences in each pair differed in grammatic construction, with half the pairs having the same meaning. Subjects were to press a button for each pair in which the sentences had the same meaning. Performance accuracy and motor responses during the task were tabulated as well as the brain scan of oxygen 15-labeled water, which was traced during rest and during the syntax task. During rest, dyslexics showed reduced blood flow relative to controls in one left parietal region near the angular/supramarginal gyri but, otherwise, normal flow. During syntactic processing, dyslexics and controls showed similar, significant activation of left middle to anterior temporal and inferior frontal cortex. It is contended that the results indicate a dysfunction of left cortical language areas restricted to posterior language regions in dyslexia.

LUBOW, R.E.; TSAL, Y.; MIRKIN, A.; & MAZLIAH, G. (1994). English and Hebrew letter report by English- and Hebrew-reading subjects: Evidence for stimulus control, not hemispheric asymmetry. *Brain and Cognition, 25*, 34–51.

Investigates the question of whether cerebral hemispheric specialization for information processing is related to reading experiences or innate properties of cerebral organization. Subjects in the first experiment were 28 children with an average age of 9.3 years. Half of the students were native Hebrew speakers, and half were native English speakers. The stimuli consisted of two sets of displays comprised of 55 cards, each presented tachistoscopically. Each card contained nine equally spaced letters. The first set of cards contained English letters, and the second contained Hebrew letters. The dependent measures were number of letters reported correctly on each trial, display position of all letter reports, and the direction of visual scanning displayed by the subject. Results of a 2×2 ANOVA indicated that significantly more letters were reported when the display language and the subject's native language were the same. Results of a 2×2×2 ANOVA reveal a significant interaction between letter type and

quadrant position of the first letter report such that Hebrew letters were associated with first reports from the upper right quadrant, while English letters were associated with first reports from the upper left quadrant of the display. Results of a 2×2 ANOVA indicated that direction of reporting is related to display language, with Hebrew letters being scanned from right to left and English letters being scanned from left to right regardless of the subject's native language. Two additional, more tightly controlled experiments were conducted to verify the findings of the first experiment. The authors concluded that external stimulus control can be stronger than cerebral asymmetries.

WINKWORTH, ALISON L.; DAVID, PAMELA J.; ELLIS, ELIZABETH; & ADAMS, ROGER D. (1994, June). Variability and consistency in speech breathing during reading: Lung volumes, speech intensity, and linguistic factors. *Journal of Speech and Hearing Research* 37, *535–556.*

Describes the variability of lung volume and other factors during reading. Subjects were six young females between the ages of 19 and 22. Lung function was screened at the first session using routine spirometry. Subjects then attended for between 7 to 10 sessions over a three-week period, with the time of day varying from session to session. Respiratory parameters were measured using respiratory inductance plethysmography. Two reading tasks were used, each requiring the subject to read orally. Intrasubject variability of lung volumes was almost as large as the intersubject variability. Some of the intrasubject variability was associated with natural variations of speech intensity within a comfortable loudness range. The lung volume variability during reading was contrasted with high degrees of both inter- and intrasubject consistency in the location of inspirations that occurred almost exclusively at grammatically appropriate places in the texts. Within each reading passage, lung volumes were significantly increased for the following: (1) louder utterances, (2) inspirations at sentence and paragraph boundaries compared to inspirations at other locations within sentences, (3) longer utterances compared to shorter utterances, and (4) initial breaths compared to final breaths. The results indicate that the neural pattern generator for speech breathing is subject to a number of linguistic and prosodic influences. The amount of air breathed in and the amount of air in the lungs are influenced by the length and loudness of the intended utterance, while the expiratory duration is determined by the linguistic intent; that is, the speaker usually does not take a new breath until the end of a clause or sentence.

IV–2 Sex differences

FLYNN, JANE M., & RAHBAR, MOHAMMAD HOSSEIN. (1994, January). Prevalence of reading failure in boys compared with girls. *Psychology in the Schools, 31,* 66–71.

Studies the relation of gender to reading achievement with 708 children from 26 public and parochial school districts to determine (1) if more boys than girls have failing standardized reading test scores at the end of first and third grade and (2) if educators refer significantly greater proportions of boys to girls for LD or Chapter 1 services. Reading achievement data consisted of total reading percentiles on tests such as the ITBS, the CAT, and the SAT. Severely Reading Disabled (SRD) pupils had scores at or below the 10th percentile and RD pupils had scores between the 11th and 30th percentiles. Teacher identified groups were defined by enrollment in LD and Chapter 1 programs. In the SRD category, boys outnumbered girls by 1.4: 1 at first grade and 1.3:1 at third grade. In the RD category, equal proportions of boys and girls were present at both grades. At both grades boys outnumbered girls in LD programs by 2:1 whereas boy to girl ratio in Chapter 1 was approximately 1:1. The

researchers suggest the need to examine educational practices and to develop better teacher in-service and screening programs for identification of children with special needs in reading.

LEWIS, CLIVE; HITCH, GRAHAM J.; & WALKER, PETER. (1994, February). The prevalence of specific arithmetic difficulties and specific reading difficulties in 9- to 10-year-old boys and girls. *Journal of Child Psychology and Psychiatry, 35*, 283–293.

Determines the incidence of specific reading difficulties (SRD) relative to specific arithmetic difficulties (SAD) or arithmetic and reading difficulties (ARD) combined. Subjects were 1206 British boys (n=559) and girls (n=497), ages 9 to 10, attending primary school. Children were assessed in arithmetic, reading, and non-verbal ability using selected norm-referenced measures. A cutting-score approach that considered performance on all three measures revealed the relative frequency of occurrence for SAD (1.3%) was significantly smaller than that for ARD (2.9%) and SRD (3.9%). Equal proportions of males and females were noted in ARD and SAD groups but not in the SRD group, which consisted of a preponderance of males over females.

DAY, SUSAN X. (1994, April–June). Gender schema and reading. *Reading Psychology, 15*, 91–107.

Speculates as to the connection of gender schema theory and reader response. The effects of gender schema on memory are presented in summaries of four empirical studies with subjects of varying ages (kindergarten through college), suggesting that readers use stereotypes and gender-based identification in encoding, retrieving, and making inferences from information. Qualitative research on differences in male and female responses to literary texts indicates that males are more likely to attend to the author behind a narrative, while females may enter the experiential world of the narrative in which the author is transparent. Men respond to disturbing narratives through several dominating and rejecting strategies rarely used by females, strategies that prevent deeper processing of the text. The author's own experiences as a reader and literature teacher are drawn upon, and theoretical interpretations of the research are presented.

IV–3 Intellectual abilities and reading

WEBSTER, LINDA, & AMMON, PAUL. (1994, February). Linking written language to cognitive development: Reading, writing, and concrete operations. *Research in the Teaching of English, 28*, 89–109.

Investigates the relation between Piagetian measures of concrete operations, classification and seriation, and specific reading and writing tasks. Subjects were 65 fifth-graders from two suburban schools and were regarded by their teachers to be of average academic ability. In an attempt to assess children in the late concrete operational period, the tasks performed by the pupils were two hierarchical classification tasks and two seriation tasks. These tasks were individually administered and tape recorded for transcription and scoring. Children performed two writing tasks. One required them to describe the ways in which each of two sets of pictures was alike and different, while the second required them to write a story based on a series of pictures. Both compositions were scored using a 5-point scale according to how well they were organized. The reading task required pupils to read a narrative passage and a comparison passage. Comprehension was measured based on children's organization of recall. Coefficients of correlation indicated that seriation ability is significantly related to abilities to comprehend a narrative text as well as abilities to write an organized narrative text. Further, classification is significantly related to abilities to comprehend a comparison pas-

sage and to write a comparative essay. Based on these and other results, the authors concluded that possessing relevant cognitive abilities is a necessary but not sufficient condition for high levels of performance in reading and writing.

TIRRE, WILLIAM C. (1992, April). Can reading ability be measured with tests of memory and processing speed? *The Journal of General Psychology, 119*, 141–160.

Examines the relation between reading ability and various measures of memory and processing speed. Participants, 403 air force recruits, were administered a number of tests directed at measuring aspects of working memory and long-term memory processing. The Air Force Reading Ability Test (AFRAT), a standardized test of reading ability, was also administered as was the The Armed Services Vocational Aptitude Battery. Basic correlation analyses showed each of the memory processing measures to be significantly correlated with the AFRAT; global reading ability yielded a multiple correlation coefficient of .79 with memory processes. Factor analysis procedures applied to the data indicated word knowledge and comprehension as well as general reading ability were accounted for largely by memory processing factors such as long term memory, semantic memory retrieval speed, and working memory capacity.

IV–4 Modes of learning

SOLMAN, ROBERT T.; SINGH, NIRBHAY N.; & KEHOE, E. JAMES. (1992). Pictures block the learning of sightwords. *Educational Psychology, 12*(2), 143–153.

Examines the effects of pictures on learning of isolated printed words. For each of two experiments, 16 children were selected from infant schools in Sydney, Australia. Children were taught three concrete nouns in each of four conditions: small word together with large line drawing, large word with small line drawing, small word alone, and large word alone. Words were presented in a series of randomly ordered learning and test trials until each child gave three consecutive correct responses for each of the words in at least one condition. Repeated measures ANOVA for both experiments revealed the no picture conditions to be twice as effective as either of the picture conditions. Different levels of salience for picture or word produced no significant differences in word learning.

FURBEE, JAMES D. (1994, Spring). Imaging: A metacognitive strategy for improved text summarization. *Contemporary Issues in Reading, 9*, 159–164.

Determines that for 103 community college level remedial reading students using an imaging strategy prior to writing a short summarization contributed to better text understanding and to better recognition of the main idea of a reading passage. Students were placed randomly in two groups, 51 experimentals and 52 controls. All had grade equivalent scores of 7 to 10 on the SDRT. Both groups heard the same short passage and then were asked to read it themselves and summarize it. Controls had 10 minutes to prepare their summaries; experimentals first drew an image of the story and then wrote their summaries. Summaries were scored for main idea and supporting details, and points were deducted for those consisting of four or more sentences. Experimentals prepared summaries of better quality than did controls.

RICH, REBECCA Z., & BLAKE, SYLVIA. (1994, May). Using pictures to assist in comprehension and recall: Using picture drawings as a learning strategy for students with reading problems. *Intervention in School and Clinic, 29*, 271–275.

Describes a program designed to assist the comprehension and retention of fourth graders and fifth graders with language and reading difficulties. Over a period of 16 forty-

five minute sessions offered at a rate of two per week, participants in the program were taught a variety of strategies for comprehension enhancement. One of the strategies involved participants in drawing pictures representing the main idea of the expository text they either read or listened to being read. Participants were receptive to this strategy, learned how to use it easily, and found it beneficial to content area learning.

CARLISLE, JOANNE F., & FELBINGER, LUCILE. (1991, July–August). Profiles of listening and reading comprehension. *Journal of Educational Research, 84*, 345–354.

Seeks to determine whether a test of passage comprehension (a) identifies pupils who are specifically weak in listening and/or reading and (b) uncovers different error patterns for children who are significantly weaker than their peers in listening, reading, or both. Subjects were 72 male and 94 female volunteers from the fourth, sixth, and eighth grade classes of a school in a predominantly middle-class, ethnically mixed community. All subjects took the WRAT-R reading subtest and the Profiles in Listening and Reading (PILAR) as well as a Sentence Verification Test (SVT) for listening and reading. The SVT required subjects to determine whether the sentence given (one for each sentence of the original text) was commensurate with what they had either read or heard. Sentences were of four types: originals, paraphrases, meaning changes, and distractors. Scores were corrected for guessing. Based on the results of the PILAR, the WRAT-R, and SAT scores, 15 children were identified as poor listeners, 13 as poor readers, 10 as poor listeners and readers, and 128 as good listeners and readers. In order to determine whether these groups differed on the SVTs, a repeated measures ANOVA was conducted for both the listening and the reading tests. Post hoc tests were conducted to determine whether there were significant differences on each of the four sentence types for each group. Results indicate significant differences among groups on the listening and on the reading subtests. It was felt that results indicated that the use of listening as a measure of optimal functioning in reading may be questionable.

IV–5 Experiments in learning

BROWN, ANN L.; CAMPIONE, JOSEPH C.; FERRARA, ROBERTA A.; REEVE, ROBERT A.; & PALINCSAR, ANNEMARIE SULLIVAN. (1991). Interactive learning and individual understanding: The case of reading and mathematics. In Liliana Tolchinsky Landsmann (Ed.), *Culture, schooling, and psychological development* (pp. 136–170). Norwood, NJ: Ablex Publishing Corporation.

Reviews a program of research by the authors covering a 10-year period. Three aspects of the work are described: (1) reciprocal teaching: teacher-child interaction, (2) social interaction and assessment (tester-child interactions), and (3) spontaneous tutoring: mothers and children. The program was heavily influenced by the theory of Vygotsky. The research findings on reciprocal teaching indicate positive results in reading as well as in other content domains. Findings in the area of tester-child interactions indicate that dynamic measures (i.e., learning and transfer scores) are better predictors of gain than are static measures such as those of general ability and account for additional variance in gain scores beyond ability and knowledge. In addition, transfer or understanding scores are significantly more diagnostic than are learning scores. The studies of mother-child interactions showed differences in teaching style, which tended to be stable over the short time periods involved. Scaffolding by mothers led to more effective problem solving, and mothers could be trained to improve their scaffolding style.

SADOSKI, MARK; GOETZ, ERNEST T.; & FRITZ, JOYCE B. (1993). A causal model of sentence recall: Effects of familiarity, concreteness, comprehensibility, and interestingness. *Journal of Reading Behavior, 25*, 5–16.

Presents and tests a theoretically derived causal model of the recall of sentences. Participants were 101 undergraduate education students enrolled in a reading education course. Materials were prepared by selecting 10 historical characters that varied in familiarity from history textbooks and/or history books and articles. Using sentences from the original tests as sources, four factually accurate sentences were written for each character (40 total). Two sentences were written in more concrete language; two were written in more abstract language. One group (22 students) rated the 40 sentences for content familiarity, concreteness, comprehensibility, and interestingness. A second group (79 students) read the sentences and provided written recalls immediately after reading and again after five days. Using predictions derived from schema theory and from dual coding theory, a causal model was derived that identified familiarity and concreteness as causes of comprehensibility; familiarity, concreteness, and comprehensibility as causes of interestingness; and all the identified variables as causes of both immediate and delayed recall. Path analysis procedures indicated that concreteness strongly affected comprehensibility and recall, and that both concreteness and familiarity affected interestingness.

QIAN, GAOYIN. (1994). Overcoming misconceptions about science beliefs: The role of naive beliefs about knowledge and learning. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 3–12). Pittsburg, KS: College Reading Association.

Asks to what extent can conceptual change learning be predicted and explained by students' beliefs about knowledge, learning, and the construct of learned helplessness in the context of secondary science classrooms. The study involved 256 students in grades 9–12 enrolled in 13 science classes at a rural public high school. Two weeks prior to instruction, students responded to a 53-item belief questionnaire using a 5-point Likert scale, a 10-item learned helplessness questionnaire, and a prior knowledge test, the latter to identify students who had misconceptions about Newton's law of motion. Students were then asked to read and study a refutational text on the law of motion followed by an achievement test on the concepts. Results from correlational analyses showed that students who believe that knowledge is simple and certain and learning is quick are less likely to achieve when conceptual change is involved.

HATCH, JILL A.; HILL, CHARLES A.; & HAYES, JOHN R. (1993, OCTOBER). When the messenger is the message: Readers' impressions of writers' personalities. *Written Communication, 10*, 569–598.

Reports on three studies in which different groups of readers were asked to infer the personality traits of high school student writers from essays they had written in application for college admission. Study 1 investigated whether or not independent readers of the essays constructed similar impressions of the writers' personalities. Readers were one faculty member and two graduate assistants from one university, each of whom was experienced in reading and writing evaluation. The readers each read the same 61 essays and indicated whether or not their impressions of each writer included any of 30 specified personality traits. On the average, readers each identified approximately four traits per essay. Findings of t-test analyses showed that independent readers' impressions of writers' personality traits were in agreement far beyond the level of chance. Study 2 examined whether or not the personality impressions formed by readers in study 1 influenced admission decisions. Eight admission counselors each were asked to read 20 essays selected from the original sample on the basis of their

uniform distribution along a negative-positive trait scale ranging from 0.00 to 1.00. Counselors were then asked to decide, on the basis of the essay alone, which 10 of 20 students should be admitted to the university. Regression analysis using trait scores as independent variables and votes for admission as dependent variables showed readers' impressions of writers had practical consequences. Study 3 examined whether or not the impressions of readers could be changed when selected essay features that had attracted positive/negative rating were revised to the contrary. Twenty-three graduate students read revised essays unaware that changes had been made and recorded their impressions of the writers' personalities. Mean score comparisons of selected traits derived from original and revised essays clearly demonstrated that texts can be revised so as to influence inferences about writers' personality traits.

RICE, GARY E. (1994, January–March). Need for explanations in graphic organizer research. *Reading Psychology, 15*, 39–67.

Reviews graphic organizer research and proposes a framework through which the effects of graphic organizers on cognitive processing may be better understood. The authors contend that a predominant weakness in much of the research conducted on advanced organizers, graphic organizers, and structured overviews is the lack of consistency with instructional procedures utilized across studies. This general weakness renders debatable various instructional implications arising from the findings. A methodological framework that may assist in resolving inconsistent findings and implications is presented.

ANDERSON, LINDA M. (1993). Auxiliary materials that accompany textbooks: Can they promote "higher-order" learning? In Bruce K. Britton, Arthur Woodward, & Marilyn Binkley (Eds.), *Learning from textbooks: Theory and practice* (pp. 135–160). Hillsdale, NJ: Lawrence Erlbaum Associates.

Begins with an examination of recent developments in instructional theory about how higher level learning is achieved, then provides examples from reading and science instructional research that demonstrate aid in higher order learning. A final section of the chapter provides principles for the design and use of auxiliary materials.

MAXWORTHY, ANDREA GIESE. (1993). Do study guides improve text comprehension? *Reading Horizons, 34*, 137–150.

Investigates the effects of three different types of study guides (interlocking, noninterlocking, and teacher-constructed) on comprehension and post-reading oral discussion to determine if study guides facilitate text comprehension and, if so, which type works best. Pupils in three social studies classes of heterogeneously grouped seventh graders were subjects for the study. Study guides were used over a 9-day period. Subjects read, completed the guide, participated in discussion, took a teacher-constructed comprehension test, and completed a student satisfaction survey. The teacher also completed a teacher satisfaction survey. Oral discussion participation was rated by two independent observers. Quality of discussion was higher in classes that used a noninterlocking study guide rather than an interlocking study guide or a teacher-constructed guide. Comprehension scores were higher in classes using the interlocking and noninterlocking study guides than in classrooms using teacher-constructed guides. Types of guide used had no effect on the pupils' or the teachers' degree of satisfaction when using them.

MCWHORTER, YEVETTE. (1994). Processes and learning strategies: What works for postsecondary students. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 127–138). Pittsburg, KS: College Reading Association.

Explores the cumulative effect of learning strategies used by postsecondary populations. Learning strategies were operationally defined as actions that are representative of cognitive processes (selection, transformation, extension, and monitoring) that learners may initiate and maintain in response to a task. A total of 54 experimental studies using postsecondary students as subjects were selected for the meta-analysis. Studies were coded for evidence of cognitive processes used in performing the strategy. Effect sizes were calculated for each comparison within each study, resulting in 164 effect sizes. A mean effect size for learning strategies with evidence of one or more processes was computed and used in ANOVA procedures to determine significant differences between levels of process use. Learning strategies with evidence of one process (n=14) had the largest effect size, followed by learning strategies with evidence of all four strategies (n=11). There were no significant differences in effect sizes between the number of processes involved, indicating there may not be a cumulative process influence on performance.

FRAZIER, DEIDRA W. (1993). Transfer of college developmental reading students' textmarking strategies. *Journal of Reading Behavior*, 25(1), 17–42.

Seeks evidence of the transfer of textmarking strategies by four college students, two males and two females, enrolled in developmental reading for the first time and also in the same introductory biology course. Instruction in the use of annotation and other strategies (graphic organizers, timelines, questioning, concept cards) was presented in the developmental reading class. Participants met individually with the researcher every two to three weeks to discuss their application of the annotation strategy to the biology text, and they were provided with written feedback. They were encouraged to use strategies in other content courses but were not directed to do so. Data collection included copies of each subject's biology text and other marked textbooks, reading course homework assignments, metacognitive journals, course evaluations, participant interviews, reading instructor interviews, and biology instructor interviews. Data analyses consisted of document analysis and constant comparative analysis. Results revealed that: (a) subjects exhibited strong resistance to annotation, had difficulty distinguishing important from trivial information, and had difficulty organizing and paraphrasing information; (b) subjects cited existing knowledge of content material and test expectations as major reasons for textmarking adjustments; (c) subjects' statements of textmarking utility were generally consistent with strategy use, and (d) they gave similar reasons for lack of textmarking transfer.

IOVINO, SUZANNE F. (1993, Fall). A study of the effects of outlining and networking on college students' comprehension and retention of expository text. *Research & Teaching in Developmental Education, 10*, 43–64.

Analyzes the effects of outlining and networking on college students' comprehension and retention of expository text and examines individual differences of preferred dominant hemispheric mode for its effect and interaction with the notetaking strategy. The sample was comprised of 98 college students who scored below the local and national median on the STEP Series II: Reading Subtest. Students were enrolled in a required study skills course and were divided into one control and two experimental groups. One experimental group received five hours of instruction in outlining; the second received five hours of instruction in networking, a form of graphic organizer. Controls received five hours of instruction covering memory techniques and an introduction to library research. Each group was given a 20-item pretest, posttest, and retention test on an expository text selection. The HIP Survey was administered to all subjects orally, and percentile scores were calculated for each student's right, integrated, and left responses. The mode with the highest percentile identified each student's preferred dominant mode. ANOVA procedures, applied to examine treatment effects, indicated that the gain scores from pre-to-post tests were statistically significant for all three treatment groups.

Students in the outlining group doubled the gains realized by the other two groups on the test of immediate recall. The drop in scores from the post-to-retention test was statistically significant for the outlining and control groups, but the networking group's score did not vary in a statistically significant way. The interaction between the treatment groups and the dominant hemispheric modes was not statistically significant with regard to posttest scores but was significant with respect to the retention test scores.

MORENO, VIRGINIA, & DIVESTA, FRANCIS J. (1994, April). Analogies (adages) as aids for comprehending structural relations in text. *Contemporary Educational Psychology, 19*, 179–198.

Investigates in two experiments the effects of analogical (adage) headings versus titles on students' comprehension of texts. It was expected that the adage would provide a familiar cue to guide the access of relevant information from the text to a greater degree than a general textbook heading. In Experiment 1, participants were 14 undergraduates enrolled in an introductory psychology course. Students in the control condition received the title in general descriptive terms, while titles for the adage condition were intended to represent the system of relations underlying the topic. In Experiment 2, four experimental manipulations were used. They included adage, elaboration, adage plus elaboration, and control. Both studies were conducted in two phases—study and test. Free recall tests were scored using modified propositional analysis both for general ideas and higher order associations related to either the passage facts or topic information. In Experiment 1, adages facilitated the processing of general ideas and higher order principles. In Experiment 2, the higher the degree of structural relations embedded in the titles of the passages , the greater the degree of recall and accessibility of system-related ideas. As analogical representations, adages facilitated access and retention to the degree they were meaningful to the learner and their relation to text was perceived.

SCHRAW, GREGORY, & DENNISON, RAYNE SPERLING. (1994). The effect of reader purpose on interest and recall. *Journal of Reading Behavior, 26*(1), 1–18.

Describes three experiments conducted with college students testing whether assigning different purposes for reading leads to changes in the readers' interest in and recall of materials. Readers in each experiment read a five-page narrative from one of three assigned perspectives (burglar, home buyer, or no-perspective control condition). In Experiment 1 perspective-relevant segments were rated as more interesting and recalled better than were other segments, leading the researchers to conclude that segments were recalled because they were of special interest to individuals reading for a specific purpose. Experiment 2 found similar effects when each segment was rated for interest prior to recall and ratings were used as controls during analysis of recall data. Experiment 3 replicated this finding even when the subjects were not given an assigned perspective until after initial readings just prior to testing and recall. The researchers suggest that reading for a particular purpose enhances interest in text even when the text is not intrinsically interesting to the readers.

PRATARELLI, MARC E., & MCINTYRE, JEFF A. (1994, April). Effects of social loafing on word recognition. *Perceptual and Motor Skills, 78*, 455–464.

Compares outcomes on a lexical decision task when subjects are tested individually or in groups. Subjects were 88 undergraduate students enrolled in introductory psychology courses. The 44 subjects assigned to the group condition received directions in aggregates of 9 to 10 at a time. The 44 subjects assigned to the individual condition were each given directions on a one-to-one basis. Directions for all subjects were identical, requiring them to discriminate as quickly as possible between target words and non-word items presented on a computer monitor. Findings of a MANOVA with repeated measures applied to the data sup-

port the notion that individual effort is diminished (social loafing) when performance in groups is required.

GOULD, ODETTE; KURZMAN, DAVID; & DIXON, ROGER A. (1994, Jan.–Feb.). Communication during prose recall conversations by young and old dyads. *Discourse Processes, 17*, 149–165.

Examines collaborative story recall by adult pairs differing in age and relationship. Subjects were 20 young-adult pairs (M=26.30 years) and 20 older-adult pairs (M=69.52 years). Ten pairs from each age group were married to each other, and ten were unacquainted prior to the study. Each pair listened to an audiotaped story and then worked together to recall as much information from it as possible. Conversations were transcribed, and contexts were divided into clause chunks, each of which was categorized as story related or conversation related. Story related chunks were subcategorized as individual story-based productions or collaborative-based productions; conversation related chunks were subcategorized as recall strategy productions or sociability/support strategy productions. ANOVA produced similar percentages of story-based and conversation-based productions for all groups. Beginning collaborative strategies for all groups were characterized by a predominance of story related chunks. Concluding collaborations (particularly by married pairs) were characterized by an increased production of task based productions (i.e., recall strategies productions). Concluding collaborations for older pairs (particularly unacquainted ones) were characterized by a marked increase in statements of support and sociability for their partners.

WOOD, EILEEN; WILLOUGHBY, TEENA; KASPAR, VIOLET; & IDLE, TRACEY. (1994, March). Enhancing adolescents' recall of factual content: The impact of provided versus self-generated elaborations. *Alberta Journal of Educational Research, 40*, 57–65.

Examines the potency of elaborative interrogation relative to supported learning contexts for adolescent learners. Subjects were 120 students enrolled in two schools in Southern Ontario and included 17 10th graders, 34 11th graders and 69 12th graders who were randomly assigned to one of four instructional conditions: elaborative interrogation, judgment of provided elaborations, experimenter-provided elaborations, and repetition. Students were trained to use their assigned strategy for three practice sentences and were then asked to use that strategy to learn 54 animal facts. They were tested individually using a 54-item memory test. The main analyses were conducted on the memory test data using ANOVA procedures. Results confirmed a significant effect for study condition; differences explored using Tukey's HSD post hoc comparison procedure revealed that students in the elaborative interrogation condition significantly outperformed students in both the repetition and the experimenter-provided elaboration conditions. Although elaborative interrogation did not differ significantly from the judgment condition, students indicated that they accessed prior knowledge more often when employing the elaborative interrogation strategy.

RAJARAM, SUPARNA, & NEELY, JAMES H. (1992, April). Dissociative masked repetition priming and word frequency effects in lexical decision and episodic recognition tasks. *Journal of Memory and Language, 31*, 152–182.

Examines subjects' performance on lexical and episodic recognition tasks when words are presented under differential masked priming conditions. Two experiments are reported with 48 introductory psychology students as subjects who were assigned to either a lexical or an episodic condition task. Subjects in both conditions studied lists consisting of both low and high frequency words and nonwords for purposes of later recall. During testing, subjects saw a set of word and nonword targets, half of which had appeared in the study list and half

of which had not. Each target was preceded by a masked prime which was either the target itself or an unrelated item. RT and error rates were monitored. Subjects in the lexical condition were asked to make a positive response to a word target and a negative response to a nonword target. Conversely, subjects in the explicit condition were asked to make a positive response to a word that had appeared on the study list and a negative response to an item that had not. Four main findings emerged from the ANOVA: (1) For lexical recognition, masked repetition priming enhanced identification of intentionally and incidentally studied words and nonwords as well as nonstudied words, but not nonstudied nonwords; (2) For episodic recognition, masked repetition priming enhanced identification of both intentionally and incidentally studied words and nonwords, but not nonstudied words and nonwords; (3) Lexical decision performance for high frequency words exceeded that for low frequency words; and (4) The word-frequency effect for lexical decisions was not diminished under conditions of masked priming. However it was diminished under conditions of prior study of the target.

McDaniel, Mark A.; Bellezza, Doreen M; & Challis, Bradford. (1994, April). The effects of test expectancy on processing and memory of prose. *Contemporary Educational Psychology, 19*, 230–248.

Asks, in two experiments, if test expectations influence students' strategies for reading target material. Participating in partial fulfillment of course requirements were 54 introductory psychology students. Subjects were assigned to one of three conditions of test expectation: multiple choice, essay test, and control. Subjects in each condition read three practice passages and took a practice test reflecting their expectation. Experiments 1 and 2 utilized narrative and expository materials respectively. ANOVA results showed all test expectancy conditions outperformed controls on recognition performance. Experiment 2 additionally showed that recall performance was higher for all test expectancy conditions than for controls.

McElree, Brian. (1993, August). The locus of lexical preference effects in sentence comprehension: A time-course analysis. *Journal of Memory and Language, 32*, 536–571.

Investigates how syntactic information associated with verbs is retrieved and utilized in the assignment of grammatical relations in sentences. Subjects for Experiment 1 were 20 university students participating to fulfill an introductory psychology course requirement. Subjects for Experiment 2 were 6 individuals who were paid for their participation. Experiment 1 used RT in conjunction with a grammaticality judgment task presented on line as an outcome variable. In conditions modeled on Experiment 1, Experiment 2 used a speed-accuracy trade off (SAT) measure in conjunction with a grammaticality judgment task. RT results in three different syntactic milieus indicated the preferred (most frequent) syntactic structure was more facilitative for sentence comprehension than the less-preferred (least frequent) syntactic structure. SAT results showed that less preferred sentence structures have a lower probability of retrieval, and serial-parsing strategies are not promoted by verb preference. However, verb preference may promote serial assignment in filler-gap constructions.

Vauras, Marja; Hyona, Jukka; & Niemi, Pekka. (1992, February). Comprehending coherent and incoherent texts: Evidence from eye movement patterns and recall performance. *Journal of Research in Reading, 15*, 39–54.

Studies the effect of text structure on the reading process, as measured by eye movements and recall performance. Thirteen female and 6 male Finnish undergraduates read coherently and incoherently structured texts. Two comparable texts on history were prepared, each about 340 words long and consisting of 14 three-sentence paragraphs. For both texts, a coherent and an incoherent version were written. Coherent texts were organized in Goal-

Attempt-Outcome (G-A-O) action episodes; incoherent texts were organized as A-O-G sequences and were understandable. Each subject read one text in a coherent form and one text in an incoherent form in two experimental sessions. Eye movements were monitored during reading, and immediate, written, free recall followed reading. Eye movement data were divided into three stages: (1) first pass, (2) rereading, and (3) reinspection. Written recalls were scored using a point scale to reflect accuracy. The scoring unit was a sentence. Results show that during first pass reading, the incoherent text segments were related to the greatest number of regressive fixations. However, rereadings focused on the text segments resolving the incoherence. While textual incoherence produced inferior recall to textual coherence, no clear correspondence was found between eye movement patterns and recall performance.

LEVIN, JOEL R., & MAYER, RICHARD E. (1993). Understanding illustrations in text. In Bruce K. Britton, Arthur Woodward, & Marilyn Binkley (Eds.), *Learning from textbooks: Theory and practice* (pp. 95–113). Hillsdale, NJ: Lawrence Erlbaum Associates.

Discusses the research relevant to three basic questions concerning means of improving the effectiveness of textbook illustrations: (1) Do text illustrations improve students' learning? (2) Why do text illustrations improve students' learning? and (3) When do text illustrations improve students' learning? The authors note that illustrations can improve learning and are likely to do so when they are related to the text, suited to the unique characteristics of the learner, and can be mapped directly onto specific outcomes. In addition, different types of illustrations and texts will interact in different ways. The final section of the chapter offers four specific recommendations for improving the effectiveness of textbook illustrations.

BROWN, JOSEPH S., & CARR, THOMAS H. (1993, November). Limits on perceptual abstraction in reading: Asymmetric transfer between surface forms differing in typicality. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 19*, 1277–1296.

Designs three experiments to examine asymmetric transfer of repetition benefit between two easily readable surface forms. Each experiment involved undergraduate university students (n=64, 32, and 64). In Experiment 1, two lists of words and pseudowords were presented, a prime list and a target list, with half the stimuli in each list typed and half handwritten. The target list consisted of items repeated from the prime list as well as new words and pseudowords. Repeated items were either in the same surface form as in the prime list or in the other surface form. Four groups were involved. One group performed speeded oral reading on both lists, while Group 2 performed lexical decision on both. Group 3 performed speeded oral reading on the prime list and lexical decision on the target list, while the fourth group reversed this procedure. Results of all three experiments indicated that typed second occurrences showed benefit that was similar for words and pseudowords and did not depend on the surface form of the first occurrence. Handwritten second occurrences showed benefit only for words, and the benefit was larger when first occurrences were handwritten than when typed. This pattern, which was unrelated to explicit memory, characterized both naming and lexical decision, and the benefit transferred between tasks.

DURGUNOĞLU, AYDIN Y.; MIR, MONTSERRAT; & ARIÑO-MARTI, SOFIA. (1993, July). Effects of repeated readings on bilingual and monolingual memory for text. *Contemporary Educational Psychology, 18*, 294–317.

Examines, in four experiments, variables that influence the effectiveness of repeated text readings. Subjects across the four experiments were different samples of university students, including native speakers of English and Spanish-English bilinguals and trilinguals.

Across the four experiments, subjects read narrative or expository texts and responded to related text-based and inference-type comprehension questions. Variables manipulated across the four experiments were the time interval between repeated readings (massed or spaced), the language of the repeated reading (same or different), and the type of activity between first and second reading (interfering or non-interfering). ANOVA applied to the data consistently demonstrated that only text-based detail questions were affected by the variables. Main idea and inferencing questions were not affected. Spaced repeated readings were generally superior to massed repeated readings; although bilingual presentations tended to neutralize the disadvantages of massed repeated readings.

MARMUREK, HARVEY H.C., & ROSSI, MARY. (1993, December). The development of strategic processing of ambiguous words: Riddles versus neutral context. *The Journal of Genetic Psychology, 154*, 475–486.

Studies whether there are qualitative differences between 4th and 6th graders in their ability to recall ambiguous words presented in riddles versus in a neutral context. Participants included 42 grade 4 and 41 grade 6 pupils. Each of 60 ambiguous words was presented in two listening context conditions: (1) the last word in a neutral sentence or (2) the last word in a riddle. The ambiguous words were divided randomly into two sets of 30. Each child listened to one neutral and one riddle context list. Three different lists of 30 target words were constructed for each context list; within a target list, each of three target-word relations (dominant, subordinate, unrelated) to the target word was tested. Children read isolated target words following an auditory presentation of the ambiguous word in the sentence or riddle. A memory test following each block of trials consisted of a list of words containing five ambiguous words from the block as well as five words that had not been presented. Subjects were to circle the words that they recalled hearing. The two groups were equivalent in identifying the ambiguous word in a riddle; in the context of a neutral sentence, 6th graders were more likely to identify the ambiguous word than were 4th graders. In the neutral context, grade 4 children showed equivalent facilitation for dominant and subordinate targets relative to unrelated target words; 6th graders showed facilitation only for the dominant targets. It was felt that the neutral context findings supported the hypothesis that the two bases of context effects, automatic lexical access and selective access, develop at different rates, while the findings from the riddles indicated that the selective process is strategic.

IV–6 Visual perception

QIAN, GAOYIN; REINKING, DAVID; & YANG, RONGLAN. (1994, April). The effects of character complexity on recognizing Chinese characters. *Contemporary Educational Psychology, 19*, 155–166.

Examines the impact of character complexity on written Chinese character recognition. Subjects were 40 adult Chinese students, half from Mainland China and half from Taiwan. Stimuli consisted of 90 Chinese characters, 30 of which were simplified legal characters, 30 of which were complex legal characters, and 30 of which were illegal characters used as foils. Subjects were shown individual Chinese characters by tachistoscope and asked to classify each of them as legal or illegal. Measures collected were RT and response accuracy. ANOVA and multiple regression procedures applied to the data revealed RT for both groups to be affected by the number of strokes in familiar Chinese characters. An additional finding of the present study showed that, in comparison to familiar complex characters, simplified characters with fewer strokes did not result in faster RT.

HOLLANDS, J.G., & SPENCE, IAN (1992, June). Judgments of change and proportion in graphical perception. *Human Factors, 34*, 313–334.

Evaluates judgments of proportion and change based on graphical perception. Experiment 1 compared subjects' abilities for estimating change and proportion when using line graphs, bar graphs, and pie charts. Participants were 24 students at the University of Toronto; half took part in the proportion task and half in the change task. Each of the three types of graphs viewed by the subjects displayed four proportions at four different times. In the proportion task, subjects were asked to estimate a proportion at a given time. In the change task, subjects had to indicate the direction of change over time. ANOVA procedures applied to the data showed change was judged more quickly and accurately with line and bar graphs than with pie charts or tiered bar graphs, and this difference was larger with small rates of change. As compared to line and bar graphs, judgments of proportion for pie charts and divided bar graphs were performed with increased speed and accuracy when a graduated scale was not provided. Experiment 2 included new graph types and systematically manipulated factors that may have influenced results in Experiment 1. Results supported findings of Experiment 1.

MASSON, MICHAEL E.J., & MACLEOD, COLIN M. (1992, June). Reenacting the route to interpretation: Enhanced perceptual identification without prior perception. *Journal of Experimental Psychology: General, 121*, 145–176.

Explores, within 11 experiments, whether priming involving the actual reading of target words or generation of them from sentence cues results in enhanced perceptual identification of those words under conditions of visual masking. Participants in all experiments were undergraduates recruited from introductory psychology classes. Findings of the experiments progressively demonstrated that degree of enhancement was unrelated to whether a word was actually seen during priming. Rather, degree of enhancement was related to the extent to which a word was integrated with its encoding context. The series of experiments led the authors to propose an alternative theory of encoding.

IV–7 Reading and language abilities

DICKINSON, DAVID K., & SMITH, MIRIAM W. (1994, April–June). Long-term effects of preschool teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research Quarterly, 29*, 104–123.

Examines patterns of talk about books in 25 classrooms serving 4-year-old low-income children and studies relations between these book-reading experiences and children's vocabulary growth and story understanding. Videotapes of teacher-child interactions during book-reading sessions were coded. Cluster analysis revealed three distinct patterns of reading books: (1) co-construction, in which teachers and children engaged in extended, cognitively challenging conversations; (2) didactic-interactional, in which children responded to questions about factual details and produced portions of the text in chorus; and (3) performance-oriented, in which the text was read with selective, limited discussion. One year after the book reading children were given tests of vocabulary (PPVT-R) and story understanding skill. Regression analyses using holistic descriptions of book-reading approach revealed larger gains by children in the performance-oriented classrooms than by those in the didactic-interactional rooms. Regression analyses done at the utterance level revealed strong effects of child-involved analytic talk on vocabulary (adjusted $R^2 = .51$) and modest effects on story understanding (adjusted $R^2 = .25$).

PENNING, MARGE J., & RAPHAEL, TAFFY E. (1991, December). The impact of language ability and text variables on sixth-grade students' comprehension. *Applied Psycholinguistics, 12,* 397–417.

Examines the effects of language ability and text variables on comprehension performance of normal achieving (NA) pupils and pupils identified as poor comprehenders (PC). Thirty NA and 30 PC were matched on age, sex, race, and SES. Children in both achievement groups were sixth graders who met the criteria for normal IQ and decoding ability. Subjects were individually tested on (1) a paragraph and word list decoding test, (2) a test of story reformulation, (3) a test of language proficiency sensitive to degrees of dysfunction in several verbal and auditory modality areas, and (4) free and probed tests for six sets of passages, each set reflecting a different type of discourse (cause/effect, narrative, problem/solution, descriptive, list-like, and comparison/contrast). Passages for each discourse type were further presented in versions that were syntactically simple and in versions that were syntactically complex. Results revealed significant differences between NA and PC students in language and story reformulation ability, with NA students outperforming PC on all reader variables. Overall, performance on free and probed comprehension of expository passages varying in syntactic complexity reflected language and story reformulation ability differences between NA and PC students, although significant levels of difference were reached with certain discourse types only.

BEAR, DONALD R. (1991, Winter). Copying fluency and orthographic development. *Visible Language, 25,* 40–53.

Explores the relation between writing production and copying fluency of orthographically legal and illegal sentences, reading achievement, and orthographic knowledge. Included as subjects were 19 able readers in a first-through-third-grade multigrade classroom and 24 disabled readers between a first- and third-grade level. The latter were enrolled in a summer tutorial program. Mean grade equivalent score for all children on the GMRT was 2.60. Children were given four copying tasks, a 20-word spelling task, and the GMRT. The copying tasks were individually administered and consisted of two orthographically legal and two orthographically illegal nonsense sentences. Scores on the copying task included the number of characters copied per second and the number of characters subjects wrote between glances at the stimuli. Based on the results of the spelling inventory, subjects were placed in one of two stages of developmental knowledge. Reading scores and spelling performance predicted copying speeds. Beginning readers and spellers approached orthography in a linear fashion and tended to copy in smaller units, often letter-by-letter. Children with a more sophisticated knowledge of words copied in larger units, frequently at the whole word level. Copying speed increased significantly across the two groups of developmental word knowledge. Significant differences were found between the two developmental groups on the GRMT.

OSAKA, MARIKO, & OSAKA, NAOYUKI. (1992, July). Language-independent working memory as measured by Japanese and English reading span tests. *Bulletin of the Psychonomic Society, 30,* 287–289.

Compares reading spans for Japanese and for English among Japanese students in an effort to examine the relation between working memory capacity in the first and second languages. Subjects were 30 undergraduates from the Osaka University of Foreign Studies. All were native Japanese speakers who had studied English for 7–9 years. In the English reading version, subjects were asked to read aloud sets of 2, 3, 4, and 5 sentences. After reading all the sentences in a set, subjects were asked to recall the last word of each sentence within the set. For the Japanese version, the word to be reported was underlined in red and could appear at any position in a sentence. The target word could be a noun, verb, or adjective; some were

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written in kanji, in hirakana, or in mixed characters. Subjects were presented increasingly longer sets of sentences until they failed four sets at a particular level. A coefficient of .84 was found between the Japanese and English versions. Findings are interpreted as indicating that the efficiency of working memory for reading appears to be independent of language structure.

MILLIS, KEITH K., & JUST, MARCEL ADAM. (1994, February). The influences of connectives on sentence comprehension. *Journal of Memory and Language, 33*, 128–147.

Tests, in four experiments, the Reactivation Hypothesis, which asserts that connectives should foster the integration of statements. Subjects were Carnegie Mellon students ranging in number across the experiments from 50 to 65. The purpose of the first experiment was to examine the effects of the connective "because" on the activation level of the clause it follows. Subjects read statement pairs that were either joined by the connective or separated by a period. Immediately following each statement pair, subjects judged whether a probe word had been present in the statements. Statements varied in whether the probe word appeared in the first or second statement (Statement 1 or Statement 2), on the connective (present or absent), and on memory load (present or absent). In the memory load condition, subjects had to store in memory and recall a word from an earlier sentence while reading the statement pairs. The activation level for each item was measured by the time required to recognize the probe word. Statistical analyses revealed a significantly faster activation time for the Statement 1 condition with the presence of the connective both with and without memory load. Similar results were not found for the Statement 2 condition. The findings support the reactivation hypothesis. Experiment 2 attempted to determine when, during the processing of statement pairs, the integration supported by the connective occurs. Experiment 3 examined the relation between the degree of causal relatedness and the magnitude of the reactivation effect. Experiment 4 investigated the effects of the negation marker "not" and the connective "although" on the reactivation effect. Overall, the presence of a connective tended to decrease Statement 2 reading times and led to faster and more accurate responses to comprehension questions.

ROLLER, CATHY M., & MATAMBO, ALEX R. (1992, Spring). Bilingual readers' use of background knowledge in learning from text. *TESOL Quarterly, 26*, 129–141.

Studies bilingual readers' use of prior knowledge in text comprehension. Participants were 80 Zimbabwean bilingual readers in their 13th year of schooling. All were first language speakers of Shona but did most of their school related reading and received most of their instruction in English. Participants read familiar and unfamiliar passage material in four conditions: English—no picture, English—picture, Shona—no picture, and Shona—picture. A $2 \times 2 \times 2$ (Language × Context × Familiarity) repeated measures ANOVA revealed significant main effects for language and familiarity, with students performing better in English than in Shona and better on the unfamiliar passage than on the familiar one. There was no significant main effect for context, although an unexplained context × familiarity interaction was noted.

REYES, MARIA DE LA LUZ; LALIBERTY, ELOISE ANDRADE; & ORBANOSKY, JUDITH M. (1993, December). Emerging biliteracy and cross-cultural sensitivity in a language arts classroom. *Language Arts, 70*, 659–668.

Reports case studies from four fourth grade pupils enrolled in a language arts classroom where English and Spanish were equally valued and implemented and where children were challenged to learn a second language but not pressured to do so. Data collected focused on the use of the second language, awareness, sensitivity and valuing of cultural or lin-

guistic diversity, and engagement in cross cultural relations. At the end of the year pupils were more engaged in cross cultural relations in and out of class, valued bilingualism more, and used the second language more frequently. Examples show the specific ways language use and attitudes changed.

HORNBERGER, NANCY H. (1994). Continua of biliteracy. In Bernardo M. Ferdman, Rose-Marie Weber, & Arnulfo G Ramirez (Eds.), *Literacy across languages and cultures* (pp. 103–139). Albany, NY: State University of New York Press.

Posits the notion of considering biliterate contexts, development, and media on a continuum and proposes a framework for such a conceptual scheme. Nine continua are proposed for characterizing biliteracy. The nine continua are introduced individually in the chapter, with the illustrative research and framework supporting each. The review begins with three contextual continua: the micro-macro continuum, the oral-literate continuum, and the monolingual-bilingual continuum. A second section reviews the three continua that define the communicative repertoire of the bilingual individual: reception-production, oral language-written language, and L1–L2 transfer. A third section views the continua that define the relation between the media of the two languages: simultaneous-successive exposure, structures, and convergent-divergent scripts. It is suggested that the nine continua offer a way to identify both relevant questions and incipient answers in the research into biliteracy.

RAMIREZ, ARNULFO G. (1994). Literacy acquisition among second-language learners. In Bernardo M. Ferdman, Rose-Marie Weber, & Arnulfo G. Ramirez (Eds), *Literacy across languages and cultures*. (pp. 75–101). Albany, NY: State University of New York Press.

Addresses three major sets of questions related to literacy acquisition among L2 learners. The first set concerns the conception of literacy, the second centers on the nature of literacy acts, and the third focuses on the nature of literacy skills and the role of learner differences. Research and theory are reviewed; L2 reading is discussed from the context of the classroom and from textbooks. It is noted that L2 literacy acquisition had been conceived in terms of separate linguistic abilities associated with oral and written modalities. However, the whole language perspective and other recent developments in L1 instructional theory have been influential in modifying L2 literacy approaches. Research findings indicate that skilled and unskilled L2 learners interact differently with L2 texts. Different types of L2 learners pose special literacy problems, and these require particular solutions.

DAVILA DE SILVA, AURELIA. (1994, January). The development of narratives in Spanish and English: A case study of a four-year-old. *The State of Reading, 1*, 27–35.

Presents case study data from one 4-year-old child to describe her developing control of English and Spanish narratives and to determine the contexts and the purposes for her various types of codeswitching from English to Spanish and from Spanish to English.

PEREZ, BERTHA. (1994). Spanish literacy development: A descriptive study of four bilingual whole-language classrooms. *Journal of Reading Behavior, 26*, 75–94.

Examines Spanish literacy development for 20 low-SES Spanish dominant children (kindergarten through fourth grade) in four bilingual whole-language classrooms. A secondary purpose was to examine how teachers and pupils in these four classrooms dealt with the issue of access to the graphophonic cueing system. Pupils' oral reading, writing, and discussions were observed, transcribed, and analyzed. Oral reading samples were analyzed using miscue analysis procedures. Written language was coded for the presence and absence of codeswitching, spelling strategies, written conventions, use of structural and content features, and use of stylistic devices showing audience/context awareness. Overall, the children and teachers spent

50% to 70% of the instructional time talking about reading and writing rather than engaging directly in these acts. The data indicated that the children used a variety of reading and writing strategies. The first and second grade pupils made more comments and initiated and answered more questions about graphophonic cues than the kindergarten and fourth graders. Evidence from reader profiles indicated that children with high meaning construction and high graphic/sound similarity percentages also had the higher retelling scores. The data suggest that meaning construction is associated with the individual's efficient and contextual use of the graphophonic system.

IV–8 Vocabulary and word identification

SENECHAL, MONIQUE, & CORNELL, EDWARD H. (1993, October–December). Vocabulary acquisition through shared reading experiences. *Reading Research Quarterly, 28,* 360–374.

Reports an investigation: (1) to determine whether a single reading of a storybook between an adult and a preschool child is sufficient to produce vocabulary growth; (2) to determine whether certain conversational devices used during joint book reading facilitate vocabulary development; (3) to assess whether a child learns more when an adult requests active child participation during the book reading episodes; and (4) to see whether certain adult reading styles work better with certain ages of children. Subjects were 80 4-year-olds and 80 5-year-olds who heard a special storybook with 10 target words embedded. Words were similar to words known at these ages, but were not known by the majority of the children on a pretest. Adult behaviors studied were the use of what and where questions, the use of recasts, the stressing of specific words, and the reading of text as presented. Adults read the book, and children received immediate and one-week delayed posttests of expressive and receptive vocabulary. Both 4- and 5-year-olds were able to recognize approximately the same number of words on the immediate posttest. On the delayed posttest, 5-year-olds remembered more words. The researchers concluded that there is a difference between the acquisition of expressive vocabulary and the acquisition of receptive vocabulary during shared reading. A single reading of a storybook boosted young children's receptive vocabulary but did not enhance expressive vocabulary. There was, however, no evidence of differential learning of vocabulary under the four conditions.

ROBBINS, CLAUDIA, & EHRI, LINNEA C. (1994, March). Reading storybooks to kindergartners helps them learn new vocabulary words. *Journal of Educational Psychology, 86,* 54–64.

Explores the effects of listening to stories on children's vocabulary growth. Subjects were 38 native English-speaking kindergartners drawn from several classrooms in a middle- to lower-middle-class public elementary school. All were nonreaders in the opinions of their teachers. Using results of testing with the PPVT-R, three ability groups were established, and children in each group were assigned randomly to one of two stories. In sessions conducted individually, the children listened to an adult read the same storybook twice, 2–4 days apart. They then completed a posttest measuring their knowledge of the meanings of 22 unfamiliar words, half of which had appeared in the story. Some target words occurred twice in the story and some only once. Correlation coefficients showed that the number of days intervening between the first and second story reading did not affect performance on the posttest. Posttest vocabulary scores were analyzed using multiple regression-correlation analysis. Results showed that children recognized the meanings of significantly more words from the story than words not in the story. Gains were greater among children with larger entering vocabularies.

Four exposures to words appeared to be necessary but not sufficient for higher rates of word learning.

SCHWANTES, FREDERICK M. (1991). Children's use of semantic and syntactic information for word recognition and determination of sentence meaningfulness. *Journal of Reading Behavior, 23*(3), 335–350.

Investigates the degree to which children and adult readers use semantic and syntactic information sources to increase speed of word recognition and to increase speed of determining sentence meaningfulness. The sample consisted of 24 subjects from each of the third, sixth- and college-grade levels. Third and sixth graders had mean grade equivalent reading comprehension scores (ITBS) of 3.7 and 6.6, respectively. The college students were recruited through an introductory psychology subject pool. All subjects were asked to read silently and to monitor sentences for the presence of nonwords or for meaningfulness. The sentence forms were of three types: semantically coherent, syntactically intact (but nonmeaningful), and incoherent (nonmeaningful, nongrammatical). Mean reaction-time data were calculated and analyzed using ANOVA procedures. Results revealed three developmental differences in the speed of analyzing sentences for words/nonwords versus meaningfulness/nonmeaningfulness. First, facilitation produced by the addition of semantic information (semantically coherent sentence condition) to syntactic information (syntactically intact condition) during word level analysis was greater for children as compared to adults. Second, the addition of syntactic information to nongrammatical incoherent strings of words facilitated word level analysis for the children. Third, the difference in decision speed between monitoring sentences for words versus meaningfulness was minimal for adults but robust for children.

MUTER, VALERIE; SNOWLING, MARGARET; AND TAYLOR, SARA. (1994, February). Orthographic analogies and phonological awareness: Their role and significance in early reading development. *Journal of Child Psychology and Psychiatry, 35*, 293–310.

Investigates, in two studies, young children's use of analogies in reading. Study 1 assessed the extent to which children are dependent upon clues when using an analogy strategy in reading. Following a pretest, 36 6-year-old children were taught the pronunciation of clue words to criterion. In posttest trials, children were encouraged to read a series of words analogous with each clue (sharing rime but differing in the onset), together with control words. Half of the subjects had the relevant clue word exposed at posttest, while half did not. Subjects were able to read more words that shared spelling patterns with the clue words than unrelated control words. However, this effect was reduced when the clue word was not exposed at posttest. In Study 2, four tests of phonological awareness were administered to the subjects at ages 4, 5, and 6. These included tests of rhyme detection, rhyme production, phoneme identification, and phoneme deletion. Tests of sound blending and standard measures of reading were given only at ages 5 and 6. Results showed that there was a significant relation between rhyming and analogizing at age 6, but the predictive relation between phonological skills at ages 4 and 5 and use of analogy at age 6 was not significant.

GOSWAMI, USHA. (1993, December). Toward an interactive analogy model of reading development: Decoding vowel graphemes in beginning reading. *Journal of Experimental Child Psychology, 56*, 443–475.

Reports three experiments on beginning readers' ability to decode vowel graphemes and uses results to test an interactive analogy model of reading development. The three experiments examined contrasts with progressively more complex single-syllable words and progressively older readers. Three sets of children were identified in local primary schools. The Schonell Graded Word Reading test and the British Picture Vocabulary Scales (BPVS) were used to iden-

tify group abilities. The mean age of Sample 1 readers (n=20) was 6-5, and their mean scores were 6-5 on the Schonell and 103.6 on the BBPVS. Sample 2 readers (n=20) had a mean CA of 6-4, and mean scores on the Schonell and PBVS of 6-10, and 102. Readers comprising Sample 3 (n=24) had a mean CA of 7-3. Their mean reading age was 7-6 (Schonell), and their mean BPVS was 102. The conditions of each experiment included pretesting and analogy testing; however, different clue and test words were used to examine the same series of analogical contrasts with successively more difficult words. Results of Experiment 1 found that beginning readers transferred only pronunciations corresponding to rimes in words. Experiment 2 found that as reading progressed, pronunciations for vowel graphemes and onset-vowel units were also transferred. Experiment 3 supported this finding but showed that vowel grapheme transfer was restricted to vowel digraphs for 7-year-old readers.

LAXON, VERONICA; RICKARD, MARY; & COLTHEART, VERONIKA. (1992, August). Children read affixed words and non-words. *British Journal of Psychology, 83*, 407–423.

Reports the results of two experiments requiring subjects read affixed and non-affixed words. Sixty children ages 7, 8, and 9, participated in Experiment 1. Subjects were designated as better and poorer readers based on performance on the SPAR Reading Test. All subjects read aloud 42 words and 40 nonwords presented in random order. Half of each set of stimuli ended in "-ed", and half ended in "-er." Within the two sets of nonwords (those ending in "-ed" and those ending in "-er," respectively), half had a real word stem and half had a nonword stem. In addition, subjects read 10 pseudo-affixed words, half ending in "-ed" and half ending in "-er" (e.g., dinner). Initial data analysis revealed a significant main effect for reading ability, no significant main effect for age, and no interaction effects between age and reading ability or between these and the experimental tasks. Subsequent ANOVAs revealed that the pseudo-affixed words were significantly more difficult to read than were the affixed words regardless of reading ability and that words ending in "-ed" were significantly more difficult than words ending in "-er" regardless of reading ability. Nonwords with a nonword stem were significantly more difficult than nonwords with a word stem regardless of reading ability. In all cases, better readers outperformed poorer readers. Further detailed analyses are presented along with the results of a second experiment involving 20 undergraduates. Adult reading latencies showed no difference between the "-ed" and "-er" endings.

VAN DAAL, VICTOR H.P.; REITSMA, PIETER; & VAN DER LEIJ, ARYAN. (1994, April). Processing units in word reading by disabled readers. *Journal of Experimental Child Psychology, 57*, 180–210.

Asks if children with reading problems can be taught to use multiletter patterns in decoding words. Subjects for the three experiments were children attending schools for the primary learning disabled in the Netherlands. Experiments 1 and 2 both required subjects to practice reading short lists of Dutch words differing from each other in only one letter. Experiment 3 required subjects to practice blending written and spoken words presented under different conditions of unit segmentation (c-vc or cv-c, and c-vcc or cv-cc). Subjects for all experiments were tested on their ability to read practiced words as well as nonpracticed words bearing phonological or orthographic similarities to the practiced words. Results of various analyses showed that all types of practice enhanced recognition of practiced words. Recognition of nonpracticed words was facilitated only when the orthographic features of words had been stressed. Training with auditory prompts produced transfer effects for multiletter within-word units, while training in analysis and synthesis of isolated words and word parts facilitated single-letter sound conversions. Segmentation using the onset-rime principle was not superior to segmentation at other boundaries.

MONSELL, STEPHEN; PATTERSON, KARALYN E.; GRAHAM, ANDREW; HUGHES, CLAIRE H.; & MILROY, ROBERT. (1992, May). Lexical and sublexical translation of spelling to sound: Strategic anticipation of lexical status. *Journal of Experimental psychology: Learning, Memory, and Cognition*, 452–467.

Reports on two experiments comparing skilled readers' oral reading of pure blocks of nonwords or exception words with oral reading of blocks of randomly mixed nonwords and exception words. Thirty subjects participated in each experiment. Those for Experiment 1 were unpaid undergraduates at the University of Cambridge, and those for Experiment 2 were paid adults between the ages of about 19 and 55 from a pool of Cambridge residents. In both experiments, naming latencies were measured beginning with the computerized display of each nonword or exception word stimulus and speech onset. ANOVA results for both experiments showed that naming of exception words was facilitated when subjects expected only exception words and not a mixture of exception and nonwords. Both latency and error rate were influenced. Nonwords were named faster in pure blocks than in mixed blocks but with no difference in error rate.

KODA, KEIKO. (1992, Winter). The effects of lower-level processing skills on FL reading performance: Implications for instruction. *The Modern Language Journal*, 76, 502–512.

Examines the relation between lower-level processing skills and foreign language proficiency. Subjects were 58 American college students enrolled in a first-year Japanese course. Subjects were given three measures of Japanese text comprehension: a cloze test to which they responded in Japanese, and paragraph comprehension and sentence comprehension tests to which they responded in English. Efficiency in verbal processing was determined using two types of speed of recognition tasks, word recognition and letter identification. Word recognition was tested in two conditions: kanji (characters representing whole morphemes or words) and hiragana (syllabary in which each symbol represents a sound). Letter identification was assessed utilizing 30 nonsense letter strings. All tests were administered at the end of the first quarter and again at the end of the second quarter of the year-long course. Findings of stepwise multiple regression analyses at each time of testing showed the three verbal processing scores were highly correlated with the two text comprehension measures (cloze and paragraph comprehension). Verbal processing was not as highly correlated with sentence comprehension. Kanji recognition was the single significant factor in the first test, whereas recognition of hiragana and kanji were both significant in the second task.

JACOBS, GEORGE M.; DUFON, PEGGY; & HONG, FONG CHEN. (1994, February). L1 and L2 vocabulary glosses in L2 reading passages: Their effectiveness for increasing comprehension and vocabulary knowledge. *Journal of Research in Reading*, 17, 19–28.

Explores the effects of vocabulary glossing on recall and vocabulary learning of 85 native speakers of English studying Spanish in university classes. Subjects read a Spanish text under one of three conditions: no glossing, English glossing, or Spanish glossing. After reading they wrote a recall of the passage and translated a list of the glossed vocabulary from Spanish to English. Four weeks later they repeated the translation task and completed a questionnaire to probe opinions about glossing. Overall, glossing did not significantly affect recall. Students with higher language proficiency recalled more if they read a glossed version of the text. Those reading glossed text outperformed their classmates on the translation task immediately following the reading, but no differences were found on the retest. Questionnaires indicated that students felt the glosses were helpful, that they were most useful if found in the margins rather than at the bottom of the page or the end of the text, and that they preferred Spanish to English glosses, if they could understand the language of the gloss, but English glosses if they could not.

Preference for this type of gloss was significantly related to superior performance on the recall measure and on the first vocabulary assessment.

SIMPSON, GREG B.; KRUEGER, MERILEE A.; KANG, HYEWON; & ELOFSON, AMY C. (1994, February). Sentence context and meaning frequency effects in children's processing of ambiguous words. *Journal of Research in Reading, 17*, 62–72.

Collects data from 48 children in third and sixth grade to determine their processing of ambiguous words. Subjects, all average or above in reading ability, viewed target words that were preceded by sentences ending in ambiguous words having more than one meaning. Sentence context biased the word toward its dominant or subordinate meaning as established by previous studies. Target words were presented on a computer, with presentation varying at 0, 300, or 700 ms following the sentence. Targets were related to the same meaning as that biased by the sentence, to the other meaning (dominant or subordinate), or were unrelated. Subjects received 12 practice and 32 experimental trials in a single 15-minute session. Dominant sentences facilitated responses only for the contextually appropriate target. Subordinate sentences facilitated appropriate meaning for the younger students while older children showed greater facilitation for the inappropriate but more common target meaning. The researchers suggest that younger children are more sensitive to the sentence context in which the ambiguous word appears while the older students are more influenced by the frequencies of the word's meanings.

SIMPSON, GREG B., & KANG, HYEWON. (1994, June). The flexible use of phonological information in word recognition in Korean. *Journal of Memory and Language, 33*, 319–331.

Reports on two experiments designed to assess word recognition processes in a language that mixes alphabetic and logographic scripts in unpredictable ways. The purpose of the first experiment was to determine whether the presence of one script influences the way in which the other script is processed. Subjects were 30 native speakers of Korean attending a university in South Korea. The stimuli consisted of 100 two-syllable words. In one condition, 20% of the words were Hanza (the Korean logographic script) and 80% were Hangul (the Korean alphabetic script). In a second condition, the percentages of Hanza and Hangul words were reversed. Word lists were presented on a computer screen, and subjects were instructed to name each word as it appeared on the screen as quickly as possible. Statistical analyses were used to compare naming speeds for words in each condition. Speed of naming words in the alphabetic code (Hangul) was significantly higher when in the 80% Hangul condition than in the 80% Hanza condition. On the other hand, naming speed for words in the logographic code was not significantly affected by the percentage of Hanza words on the list. A second experiment was conducted to further investigate the asymmetry of processing found in Experiment 1. Based on the results of both studies, the authors concluded that readers are flexible when decoding words in languages represented by shallow orthographies.

IV–9 Factors in interpretation

CASTEEL, CLIFTON A., & RIDER, DAVID P. (1994, February). Reading comprehension in Caucasian middle school students: Effects of the race of protagonists. *British Journal of Educational Psychology, 64*, 19–27.

Seeks to compare the reading comprehension of Caucasian middle school readers on fictional texts presenting African American protagonists with their comprehension of fictional texts with Caucasian protagonists. Subjects included 57 seventh graders (25 males, 32 fe-

males) who were enrolled in a middle school located in a southeastern U.S. metropolitan city. The sample included 32 high ability readers and 25 low ability readers determined by performance on the CTBS. All subjects read nine fictional selections with African American protagonists and nine fictional passages with Caucasian protagonists. Following silent reading of each passage, the students responded to a 10-item, multiple-choice test designed to measure comprehension. Results of ANOVA testing demonstrated that all readers answered significantly more test items correctly over passages about Caucasian characters than they did over passages about African American characters.

KEYSAR, BOAZ. (1994, April). The illusory transparency of intention: Linguistic perspective taking in text. *Cognitive Psychology, 26,* 165–208.

Examines whether readers use privileged information to attribute specific perspectives to characters within written scenarios. In four similarly designed experiments, subjects read scenarios, each containing a speaker and an addressee as characters. In each scenario, the speaker's final utterance could be interpreted as sarcastic or not sarcastic. Two elements were manipulated for each scenario: (1) the information given to the subjects prior to the reading suggested that the speaker was either sarcastic or not sarcastic, and (2) the modality used by the speaker was either spoken or written. After reading each scenario, subjects indicated whether or not the addressee would perceive sarcasm in the speaker's final utterance. Data for each of the four experiments were submitted to 2(Modality) × 2(Privileged Information) ANOVA with repeated measures. Overall, findings showed that when subjects thought the speaker intended to be sarcastic, they were more apt to believe the addressee to perceive sarcasm. This occurred even when the speaker's message was conveyed in written form and could not possess disambiguating intonation clues.

HATCH, JILL A.; HILL, CHARLES A.; & HAYES, JOHN R. (1993, October). When the messenger is the message: Readers' impressions of writers' personalities. *Written Communication, 10,* 569–598.

Reports on three studies in which different groups of readers were asked to infer the personality traits of high school student writers from essays they had written in application for college admission. Study 1 investigated whether or not independent readers of the essays constructed similar impressions of the writers' personalities. Readers were one university faculty member and two graduate assistants, each of whom was experienced in reading and writing evaluation. The readers each read the same 61 essays and indicated whether or not their impressions of a writer included any of 30 specified personality traits. Readers identified approximately four traits per essay on the average. Findings of t-test analyses showed that independent readers' impressions of writers' personality traits were in agreement far beyond the level of chance. Study 2 examined whether or not the personality impressions formed by readers in Study 1 influenced admission decisions. Eight admission counselors were asked to read 20 essays selected from the original sample on the basis of their uniform distribution along a negative-positive trait scale. Counselors were then asked to decide, on the basis of the essay alone, which 10 of 20 students should be admitted to the university. Regression analysis using trait scores as independent variables and votes for admission as dependent variables showed readers' impressions of writers had practical consequences on admission. Study 3 examined whether or not the impressions of readers could be changed when selected essay features that had attracted positive/negative ratings were revised. Twenty-three graduate students read revised essays while unaware that changes had been made, and they recorded their impressions of the writers' personalities. Mean score comparisons of selected traits derived from original and revised essays indicated that the revisions had an effect on the personality judgments in the predicted direction.

GIBBS, RAYMOND W., JR. (1992, August). What do idioms really mean? *Journal of Memory and Language, 31*, 485–506.

Gives the results of six experiments designed to demonstrate that metaphors have complex meanings that link idiom phrases with their figurative interpretations. The first experiment attempts to show how the figurative meanings of idioms are motivated by conceptual metaphor. Thirty-eight undergraduate students participated in the study. The stimuli consisted of four different conceptual metaphors that motivated the figurative meanings of idioms referring to anger, insanity, exerting control, and revelation. The conceptual metaphor for anger was "anger is heated fluid in a container" where heated fluid in a container is considered the knowledge domain for the metaphor. For this metaphor, as well as for the others, short scenarios were written to depict the basic elements in the statement. After reading each scenario, participants were asked three questions that assessed their intuitions about the causation of some event, the intentionality of that event, and the manner in which the event is performed. Two independent judges examined each response for its general characteristics, and these general characteristics were then tallied across participants. An analysis of frequencies collapsed across the three types of questions, and the four conceptual metaphors revealed an average of 89% agreement in participant intuitions regarding causation, intention, and manner of events. An analysis of intersubject proportions revealed no significant variability across the different questions. Based on the results of this experiment, the author concludes that the meanings of idioms are consistent with the source-to-target domain mappings of the conceptual metaphors that motivate these phrases' figurative meanings. The results of all experiments suggest that idioms are not dead metaphors with simple figurative interpretations but that idioms have complex meanings that are motivated by independently existing conceptual metaphors that are partially constitutive of everyday thought.

MURRAY, JOHN D.; KLIN, CELIA M.; & MYERS, JEROME L. (1993, August). Forward inferences in narrative text. *Journal of Memory and Language, 32*, 464–473.

Assesses, in 2 experiments, factors that influence forward inferencing during reading. Subjects for Experiment 1 were 48 undergraduates participating in exchange for extra credit or payment. In a counterbalanced presentation, subjects read both experimental and control narrative passages. Experimental passages contained characteristics enhancing the probability of targeted inferences; control passages were written similarly to the experimental ones but deleted those characteristics. Characteristics were a final sentence that could be linked causally to previous text only through inferencing and a cue word that focused on information relevant to the targeted inference at the time of test. Each passage was presented line by line on a video monitor with naming time for a key word from the targeted inference as the dependent variable. Analysis by t-test indicated naming times were faster in the experimental condition than in the control condition. Experiment 2 replicated Experiment 1 but with shorter passages. Results based on data from 40 subjects from the same subject pool also demonstrated that forward inferencing is activated by written materials that contain characteristics enhancing possibility of prediction.

IV–10 Oral reading

KIM (YOON), YEU HONG, & GOETZ, ERNEST T. (1994, April–June). Context effects on word recognition and reading comprehension of poor and good readers: A test of the interactive-compensatory hypothesis. *Reading Research Quarterly, 29*, 178–188.

Tests the interactive-compensatory hypothesis of reading skill differences. Specifically, the study examines differences in good and poor readers' reliance on semantic, syntactic and orthographic cues during oral reading. Subjects were 48 third graders selected on the basis of their performance on the CTBS. Good and poor readers, respectively, were 24

readers who achieved above the 75th percentile and 24 readers who achieved below the 40th percentile on the CTBS total score. Subjects read fourth and sixth grade level normal passages and passages manipulated to vary the availability and reveal the use of contextual information. Differences in good and poor readers' use of orthographic information and semantic-contextual information were examined through oral reading, word recognition, and short answer comprehension tasks. Results of ANOVA procedures applied to the data offered some support for the conclusion that good and poor readers approach word recognition differentially during oral reading. Regardless of passage difficulty, good readers relied on orthographic information more than poor readers, whereas poor readers relied on semantic information more than good readers. Good readers were also better able to comprehend passage information in spite of their need to rely on orthographic cues.

ESPIN, CHRISTINE A., & DENO, STANLEY L. (1993, November–December). Performance in reading from content area text as an indicator of achievement. *Remedial and Special Education, 14*, 47–59.

Explores the contribution of reading proficiency (fluency) to the academic success of high- and low-achieving secondary students. Participants were 121 tenth grade students from a rural high school in a small midwestern community. Samples of reading were obtained by having students individually read aloud for one minute from three science and three English textbook passages and by having them read silently and complete multiple choice questions from one longer study passage. In addition, scores on a standardized reading test were collected. The relations between reading measures and performance on the classroom study task, grade point average, and a variety of achievement test scores were examined. Results of correlational analyses revealed low-moderate to moderately high coefficients between reading measures (total number of words read correctly) and scores on the study passage, grade point average, and achievement test performance. Reading aloud from text was more strongly related to academic success for students at the lower end of the grade-point distribution than for students at the upper end.

IV–11 Rate of reading

RANKIN, JOAN L. (1993). Information-processing differences of college-age readers differing in reading comprehension and speed. *Journal of Reading Behavior, 25*, 261–278.

Investigates information-processing differences among college students differing in reading comprehension and speed. Subjects were 100 undergraduates enrolled in a basic educational psychology course selected and classified as high comprehension-high speed, high comprehension-low speed, low comprehension-high speed, or low comprehension-low speed readers according to performances on the NDRT and a speed reading test. Subjects were administered a variety of information-processing tasks including letter-reordering, word-reordering, reading span, real word and nonword verification, and real-sentence and nonsense-sentence verification. Tasks involving reaction time and/or elementary-word-tasks were categorized as low order, while those requiring word meaning access or semantic decision making were categorized as high order. ANOVA results revealed good comprehenders' tendency to outperform poor comprehenders on all task types. The pattern of results was less clear for high- and low-speed readers; although differences on some tasks were noted.

LEVY, BETTY ANN; NICHOLLS, ANDREA; & KOHEN, DAFNA. (1993, December). Repeated readings: Process benefits for good and poor readers. *Journal of Experimental Child Psychology, 56*, 303–327.

Attempts to measure good and poor readers' processing changes across repeated readings. Participants were 24 good and 24 poor readers in each of grades 3, 4, and 5. A proof reading paradigm was utilized in which the children were asked to cross out word and nonword spelling errors in a passage across four successive readings. Spelling errors within the passage changed with each reading. Along with error detection, children were directed to read for meaning and to read as naturally and as rapidly as possible, as reading speed would be measured. Questions asked at the completion of the readings probed understanding and memory. Data at each grade level for each of the four dependent measures (reading times, nonword errors detected, word errors detected, and comprehension questions answered correctly) were analyzed by a 2 (good and poor readers) × 3 (below, at, or above grade level) × 4 (repetitions 1 to 4) ANOVA. Findings at each grade level revealed trends that showed repeated readings led to more rapid reading, improved detection of nonword and word errors and improved comprehension for both good and poor readers. Particular benefits were noted for poor readers.

SKINNER, CHRISTOPHER H.; ADAMSON, KELLY L.; WOODWARD, JOHN R.; JACKSON, ROBERT R., JR.; ATCHISON, LEIGH A; & MIMS, JERRY W. (1993, December). A comparison of fast-rate, slow-rate, and silent previewing interventions on reading performance. *Journal of Learning Disabilities, 26*, 674–681.

Compares the impact of three different previewing interventions on the oral reading rate of LD students ranging in age from 13 years 9 months to 18 years 9 months. Twelve subjects participated in the study to its completion. These were from a pool of 16 subjects originally selected from a combined junior and senior high school. All were LD in reading, with measured IQs in at least the average range. All were reading between 4th and 11th grade level. Students read instructional level materials in three conditions: a slow-rate of preview listening, a fast-rate of preview listening, and a silent rate of previewing. Assessment required students to read the same text aloud, with number of words read correctly per minute and number of errors made per minute serving as dependent variables. Results of within-subjects repeated-measures MANOVA revealed decreases in error rates for students who received slow-rate listening previews and silent previews. The slow-rate listening preview condition also resulted in significantly fewer errors per minute than did the fast-rate listening preview condition.

IV–12 Other factors related to reading

JACKSON, PHILIP W.; BOOSTROM, ROBERT E.; & HANSEN, DAVID T. (1993). *The moral life of schools*. San Francisco, CA: Jossey-Bass.

Proposes a generalized way of looking at and thinking about what goes on in classrooms and highlights the moral significance of what is taking place. The book is an outgrowth of a two-and-a-half-year investigation of the moral considerations permeating the daily life of schools and classrooms. Extensive observations were done in 18 classrooms located in two public, two independent, and two parochial schools, one elementary school and one high school of each type. The classrooms at the elementary level included at least one from each grade level, while at the high school level, classrooms included a variety of content areas as well as physical education, religion, and special education. Each classroom was visited numerous times over the course of the study, with a typical visit lasting most of the morning or afternoon. In addition, the researchers engaged in periodic formal and informal discussions and conversations with the teachers of the classrooms; attended special events such as assemblies, field trips, pep rallies, parent meetings, and athletic contests on occasion; and spent time wandering the halls and grounds of each school. Biweekly group dinner and seminar meetings were held throughout the time period of the study.

Excerpts from observations, including several from reading, language arts, and literature lessons, are presented. The authors raise questions and discuss various potential moral outgrowths of the observations. Because of the exploratory nature of the study, the authors do not begin with formal hypotheses or end with findings in the usual sense.

VASQUEZ, VIVIAN. (1994, April). A step in the dance of critical literacy. *Reading, 28,* 39–43.

Examines a sample of letters written by 6- and 7-year-old children from a critical literacy perspective. Critical literacy is defined as asking the question, "why are things the way they are?" When this critical view is applied to texts, discourse, and social realities, children are participating in a critical literacy curriculum. The author's intent was to explore where critical literacy experiences could have unfolded within the letters and conversations of school beginners. Each of the letters and reported conversations was created by children in the author's classroom. Each letter is displayed against the context in which it was written and then examined from a critical literacy perspective. The author concluded that children are silenced into conformity in many classrooms. An alternative is to support their attempts at making sense of the world through problematizing texts.

WILLIAMS, SHEILA, & MCGEE, ROB. (1994, March). Reading Attainment and Juvenile Delinquency. *Journal of Child Psychology and Psychiatry and Allied Disciplines, 35,* 441–459.

Examines the relations between early reading achievement and behavior problems at ages 7 and 9 and examines later reading achievement and juvenile delinquency. Subjects were 698 adolescents enrolled in a British longitudinal study. The adolescents were part of a cohort born between April 1, 1972, and March 31, 1973. A variety of measures were administered to the subjects including a yearly word reading test, a prose reading test at age 7, and a test of spelling ability at age 9. A variety of measures of behavioral problems and antisocial behavior was also administered to the subjects and their parents at selected time periods. Structural equation modeling techniques applied to the data suggested that reading performances did not impact later delinquency, although antisocial behavior at ages 7 and 9 predicted delinquency at age 15. These findings were more pronounced for male subjects, and antisocial behavior did appear to negatively impact later reading achievement even when SES, IQ, and reading disabilities were accounted for in the analysis.

PORTERFIELD-STEWART, JANICE. (1993). Book reading interactions: What parents and children say. *Reading Horizons, 34(1), 13–31.*

Reports a study designed to (1) provide descriptive data on joint mother-child book reading, (2) analyze the structure and content of the mother-child book interactions, (3) examine the types of strategies mothers used to aid their children, and (4) relate home literacy events and children's awareness of how they learn to read to the structure of the book reading interactions. Subjects were four pairs of mothers and their children, two boys and two girls who were 6 years old. Children were observed eight times, two hours each week over a two-month period in the summer preceding their first grade entry. Sessions were taped while an observer noted verbal and nonverbal communication. Mothers were asked to read a book as they would normally do with their child. Tapes were transcribed and coded according to the kind of speech act and the kind of reading strategy indicated by the verbal exchange. Home literacy events were identified from the 80 hours of observation data. Differences were noted in the number of turns and the initiation of the statements across the four pairs. Mothers predominantly directed attention to the word, phrase, or sentence level. Some spent more time on pictures than others. Types of speech acts differed with each mother, as did the types of strategies they suggested their children should use.

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IV–13 Factors related to reading disability

FLETCHER, JACK M.; SHAYWITZ, SALLY E.; SHANKWEILER, DONALD P.; KATZ, LEONARD; LIBERMAN, ISABELLE Y.; STUEBING, KARLA K.; FRANCIS, DAVID J.; FOWLER, ANNE E.; & SHAYWITZ, BENNETT A. (1994, March). Cognitive profiles of reading disability: Comparisons of discrepancy and low achievement definitions. *Journal of Educational Psychology, 86*, 6–23.

Tests the validity of distinguishing children with reading disabilities according to discrepancy and low-achievement definitions. The sample included 199 children, 7.5–9.5 years old. Four assessments of expected reading achievement (WISC-R Full Scale IQ, Performance IQ, Verbal IQ, and a listening comprehension measure from the Formal Reading Inventory) and two assessments of actual achievement (WJPEB and silent reading comprehension on the Formal Reading Inventory) were obtained. Assessments were used to subdivide the sample into discrepancy and low-achievement definition groups who were compared on nine cognitive variables related to reading proficiency: phoneme deletion, visual-spatial deletion, verbal short-term memory, nonverbal short-term memory, speech production, vocabulary-word finding, rapid naming, visual motor, and visual attention. A series of analyses was completed to evaluate whether definitional groups formed by the Full Scale IQ and WJPEB criteria differed on other academic tests. Results did not support the validity of discrepancy versus low-achievement definitions, although differences between children with impaired reading and children without impaired reading were large, differences between those children with impaired reading who met IQ-based discrepancy definitions and those who met low reading achievement definitions were small or not significant. Measures of phonological awareness were robust indicators of differences between children with impaired reading and children without impaired reading regardless of how reading disability was defined.

DAS, J.P.; MISHRA, RAMA K.; & KIRBY, JOHN R. (1994, April). Cognitive patterns of children with dyslexia: A comparison between groups with high and average nonverbal intelligence. *Journal of Learning Disabilities, 27*, 235–242, 253.

Tests the hypothesis that children with dyslexia identified by word decoding deficit will be poor in specific cognitive processes that require successive processing and rapid articulation, irrespective of their high or average nonverbal IQ. Children with dyslexia and normally achieving children between 9 and 11 years of age (60 boys and 52 girls) were divided into four groups comprising average-IQ and high-IQ children with dyslexia and normal readers. All children were administered measures of planning, attention-arousal, simultaneous and successive processes, phonemic segmentation, and nonverbal IQ. Results confirmed the hypothesis: the cognitive tasks that differentiated children with dyslexia from nondyslexic children irrespective of IQ were the successive tasks, as well as two tasks of attention that required articulation and/or phonological coding. Tasks that demanded both phonological coding and articulation classified children with dyslexia and nondyslexic children with up to 80% accuracy.

HURFORD, DAVID P.; SCHAUF, JOEL D.; BUNCE, LARRY; BLAICH, TAMMY; & MOORE, KRAIG. (1994, June/July). Early identification of children at risk for reading disabilities. *Journal of Learning Disabilities, 27*, 371-382.

Assesses intelligence and phonological processing ability as predictors of RD at the end of grade 2. Subjects were 717 second graders who had participated in a related assessment at the end of grade 1. Phonological processing was tapped with phonemic discrimination and phonemic segmentation tasks. Reading ability was measured with the Word Identification and Word Attack subtests of the WRMT, and intellectual ability was assessed with the PPVT-R.

Alternate forms of each measure were administered at the beginning and end of the school year. Scores from the reading and intelligence tests at the end of grade 2 determined children's placement into nondisabled (ND), RD, or garden-variety poor reading (GV) groups. MANOVA results at the end of grade 2 indicated that although each group improved in phonological processing, the ND group outperformed the RD and GV groups, with the RD and GV groups performing similarly on many of the tasks. No significant differences were apparent in the intellectual abilities of the good and poor readers. Phonological processing ability at the beginning of grade 1 proved to be highly accurate in predicting reading group membership in grade 2.

PUMFREY, PETER D., & ELLIOTT, COLIN D. (Eds.) (1990). *Children's difficulties in reading, spelling and writing: Challenges and responses.* London: Falmer Press.

Presents chapters dealing with various aspects of learning difficulties and dyslexia, each based on a lecture given at the University of Manchester during the 1988–1989 session. The book is focused mainly at the primary school level and presents a wide range of issues concerning children's literacy problems. The chapters are divided into two major segments. Part 1 identifies and discusses some of the challenges facing the teaching profession concerning literacy, including two chapters on the identification and definition of various types of learning disabilities. Part 2 is divided into two sections, each addressing various attempts to respond to the challenges of children's literacy difficulties. The first section cites research supporting the hypothesis that phonological awareness is a fundamental underlying ability essential for learning to read and spell. The second section deals with promising educational strategies and techniques used in remediating literacy disabilities.

LEONG, CHE KAN (1987). *Children with specific reading disabilities.* Amsterdam, The Netherlands: Swets & Zeitlinger.

Brings together and reviews findings from research, theory, and practice on the topic of children with specific reading disabilities. An early chapter deals with current concepts of reading disabilities; following that is a chapter on issues of assessment and diagnosis. In later chapters, a distinction is made between children with reading difficulties and those with specific reading disabilities. Some children are considered to be brain-different but not brain-damaged. The stress in the book is on the processes of learning as opposed to end products. The book ends with a lengthy section on issues that need to be addressed through research.

BYRNE, BRIAN; FREEBODY, PETER; & GATES, ANNE. (1992). Longitudinal data on the relations of word-reading strategies to comprehension, reading time, and phonemic awareness. *Reading Research Quarterly, 27*(2), 140–151.

Conducts a one-year follow-up testing in grade 3 and grade 4 of children in an earlier study. The original samples consisted of 90 grade 2 and 89 grade 3 children who had been selected randomly from three government schools in a small city in rural New South Wales, Australia. Four groups of children had been identified in each grade based on their performance on a list of common irregularly spelled words and a list of phonologically legal nonwords: (1) a group performing high on both measures (HB), (2) a group performing below average on both (LB), (3) a group performing poorly on the nonsense list relative to performance on the irregular word list (Chinese readers), and (4) a group showing superior performance on nonwords relative to irregular words (Phoenician readers). For the follow-up, there were 76 grade 3 and 83 grade 4 original children remaining. A battery of tests was administered individually and consisted of word-reading lists (regular, irregular, nonsense), phonemic awareness tasks, reading and listening comprehension, and reading rate. At grade 3, HB readers remained above average on most measures, while the LB readers tended to do poorly on all. Chinese readers showed a progressive deterioration in word reading from grade 2 to grade 3; Phoenician readers scored about average on word reading measures and demonstrated im-

provement in comprehension from grade 2 to grade 3. Chinese readers did not show a similar improvement in comprehension. At grade 4, HB and LB groups continued to be the best and worst, respectively, on most measures. Improvement by Phoenicians appeared to be sustained in grade 4. They remained slow readers, but they reached at least average levels in irregular-word identification and showed improvement in reading comprehension. Grade 4 data showed a continuing deterioration for the Chinese reading group.

KNIGHT, CATHARINE C., & FISCHER, KURT W. (1992, July–September). Learning to read words: Individual differences in developmental sequences. *Journal of Applied Developmental Psychology, 13,* 377–404.

Assesses individual differences in developmental sequences in learning to read words. Subjects were 120 first-, second-, and third- grade children, 30 of whom were problem readers. Subjects completed six tasks for each of 16 words: (1) word definition, (2) letter identification, (3) rhyme recognition, (4) rhyme production, (5) reading recognition, and (6) reading production. Partially ordered scaling and pattern analysis as well as traditional ANOVA revealed three developmental sequences. The most common sequence involved integration of visual-graphic and phonological domains. The other two sequences were both associated with reading problems and involved a lack of integration of the two domains. One sequence associated mainly with low readers displayed three independent branches: reading, letter identification, and rhyming. The other sequence, which occurred in both low and normal readers, displayed two branches: reading skills and rhyming.

NAGLIERI, JACK A., & REARDON, SEAN M. (1993, February). Traditional IQ is irrelevant to learning disabilities—intelligence is not. *Journal of Learning Disabilities, 26,* 127–133.

Examines the relations between intelligence and phonological coding when intelligence is defined according to the Planning, Attention, Simultaneous, Successive (PASS) cognitive processing model. Subjects were 30 normally achieving students and 30 students with reading disabilities who ranged from 7 to 15 years of age. Subjects were given the eleven subtests of the PASS cognitive processes, the WJPEB-R pseudoword reading test, and the WRAT-R reading recognition tests. RD students scored significantly lower on the reading tests than did the normally achieving students. A stepwise multiple regression was done using scores representing four composite scores of the PASS. These composites were planning tasks, attention tasks, simultaneous tasks, and successive tasks. Results indicate that pseudoword reading scores were significantly predicted only by scores on the successive processing tasks. Scores on the successive processing tasks and the planning tasks were significant predictors of the WRAT-R Reading scores. The authors discuss inconsistencies between their findings and other theories and conclude that there may be an important relation between intelligence, as defined by the PASS model, and reading disability, when reading disability is defined by a phonological coding deficit.

STANOVICH, KEITH E., & SIEGEL, LINDA S. (1994, March). Phenotypic performance profile of children with reading disabilities: A regression-based test of the phonological-core variable-difference model. *Journal of Educational Psychology, 86,* 24–53.

Introduces a new analytic strategy for comparing the cognitive profiles of children developing reading skills at different rates. It was suggested that this model provided a unique method for examining whether the reading subskill profiles of poor readers with aptitude/achievement discrepancy differed from those without discrepancy. The analyses described amalgamated the data from children who had participated in several previously pub-

lished studies with data from children participating in some more recent, unpublished studies. The total amalgamated sample consisted of over 1,500 children, ages 7 to 16. Subjects were compared on a varied set of phonological, orthographic, memory, and language processing tasks. The results indicated that cognitive differences between these two groups of poor readers all reside outside the word recognition module. The results generally supported the phonological-core variable difference model of reading disability and demonstrated that degree of aptitude/achievement discrepancy was unrelated to the unique cognitive tradeoffs characteristic of the word recognition performance of children with reading disabilities.

HURFORD, DAVID, P.; DARROW, LORRI J.; EDWARDS, TERRY L.; HOWERTON, CAROL J.; MOTE, CHARLES R.; SCHAUF, JOEL D.; & COFFEY, PAULA. (1993, March). An examination of phonemic processing abilities in children during their first-grade year. *Journal of Learning Disabilities, 26*, 167–177.

Evaluates the predictive accuracy of beginning first graders' scores on tests of reading, intelligence, and phonological awareness for group membership at the end of first grade. Participants were 209 first graders from one medium-sized predominantly white middle class Midwestern school system. Children were pre- and posttested on the PPVT-R, the Word Identification, and Word Attack subtests of the WRMT and on tasks of phonemic discrimination and phonemic segmentation. Reading and intelligence posttest scores were used to assign pupils to one of three groups: nondisabled (ND), RD, or garden-variety (GV) poor readers. Results of MANOVA, univariate, and discriminant analyses revealed no significant differences between RD and GV groups on many of the reading and phonemic processing tasks. However, the ND readers did outperform the other groups on those tasks. The discriminant analysis accurately placed 207 of 209 children who participated in the study.

STUART, G.W., & LOVEGROVE, W.J. (1992, February). Visual processing deficits in dyslexia: Receptors or neural mechanisms? *Perceptual and Motor Skills, 74*, 187–192.

Reinterprets the work of others who argue that dyslexics have more cones and fewer rods in their peripheral retinas, which explains why their peripheral vision differs from that of nondyslexics. The authors present the status of knowledge regarding visual deficits among dyslexics and describe the theoretical framework within which most research has been conducted. This framework assumes that the visual system is composed of two subsystems—the sustained system and the transient system—each of which is characterized by unique properties. An exploration and synthesis of anatomical, physiological, and psychophysical characteristics of dyslexics leads the authors to conclude that the abnormalities in peripheral vision experienced by dyslexics, as well as many other deficits observed in dyslexics, are best explained in terms of postreceptoral mechanisms rather than the distribution of rods and cones.

ERLICH, MARIE-FRANCE; KURTZ-COSTES, BETH; & LORIDANT, CATHERINE. (1993). Cognitive and motivational determinants of reading comprehension in good and poor readers. *Journal of Reading Behavior, 25*, 365–381.

Assesses cognitive, metacognitive, and motivational factors as predictors of individual differences in the reading comprehension abilities of good and poor readers. Initially, 220 seventh graders from a junior high school in the Paris suburbs were administered the Test de Lecture Silencieuse, a standardized measure of reading comprehension. The top 30% (n=64) and bottom 30% (n=63) were identified as good and poor readers, respectively, and included in this study. The mean age of the good readers (25 males, 39 females) was 12-8; the mean age of the poor readers (36 males, 27 females) was 13-2. Subjects were then assessed on word recognition (La Pipe et le Rat, a standardized French reading measure), metacognitive knowl-

edge about text processing (an 11-item questionnaire), perceived competence (a four-item measure on which children ranked themselves relative to classmates), and attributional beliefs about the reasons underlying academic outcomes. The results of ANOVA testing indicated that good readers in comparison to poor readers scored higher on the word recognition measure, possessed richer metacognitive knowledge, and had more positive beliefs about their academic abilities. Regression analyses indicated that word recognition and metacognition predicted reading comprehension in the whole sample. However, regression analyses within subgroups indicated that word recognition was the most important predictor variable for poor readers, whereas perceived competence predicted the reading comprehension abilities of good readers.

HENSHAW, ANN. (1992, Spring). Remedial readers reading for meaning: The use of linguistic context when words are read correctly. *Educational Research, 34*, 11–21.

Investigates remedial readers' use of context in error free reading. Subjects were 31 male and 21 female 11-year-old pupils in a comprehensive school near Stoke-on-Trent. All subjects were assessed as needing remedial reading instruction. Subjects were classified as Better, Fair, or Poorer readers according to the real-age/reading-age discrepancy score computed on each child. Each subject read three texts: a SELF-text (a passage based on oral language and perceived interest), a PEER-text (a passage based on each others' SELF-texts), and a CLASS-text (a passage from a class reader). All texts were deemed similar in linguistic ability. Each subject then read a list of 60 words, each of which had been read correctly within his or her reading of the texts, with errors on the word list being recorded. ANOVA results showed children made fewer errors on SELF-texts than on PEER-texts and CLASS-texts respectively, with Better readers making fewest errors and Poorer readers making most errors. Because remedial readers were capable of utilizing context in reading unknown words, this study provides evidence that they are capable of reading for meaning.

HULME, CHARLES, & SNOWLING, MARGARET. (1992). Deficits in output phonology: An explanation of reading failure? *Cognitive Neuropsychology, 9*, 47–72.

Discusses a follow-up study of a developmental dyslexic. Assessments of phonological processing first administered when the subject was 8 years old showed his deficit primarily stemmed from impairment of the output phonology system (speech production). Further investigation focused on mechanisms by which he learned to read in the face of his deficit. Results of nonword reading tests administered at age 13 support the view that he learned by gradually increasing his sight vocabulary and by making use of his intact visual and semantic processing skills.

CRAWFORD, SUSAN G.; KAPLAN, BONNIE J.; & KINSBOURNE, MARCEL. (1994, June). Are families of children with reading difficulties as risk for immune disorders and nonrighthandedness? *Cortex, 30*, 281–292.

Examines questionnaire data to determine the relations among reading comprehension difficulties, immune and autoimmune disorders, and nonrighthandedness in a group of school children and their families. A sample of 55 students from two LD academies and 55 students from public schools were matched for gender, socioeconomic status, and parents' levels of education, but they were clearly different in reading comprehension. The mean age of the students was approximately 12.8 years. Parents completed questionnaires on the child's and family's history of learning difficulties, as well as immune and autoimmune disorders. Presence of afflictions in the families was intended to evaluate the variables as cases of pleiotropism, a phenomenon in which certain genetic predispositions manifest themselves in diverse ways among family members. A logistic regression indicated that over all familial prevalence of hyperactivity and attention problems were significant predictors of the presence/absence of reading problems. In addition, using MANOVA, results indicated that some immune/autoim-

mune disorders could be linked with learning difficulties, notably prevalence of ulcerative colitis, Crohn's disease, and thyroid underactivity/overactivity. There was no support for an association between learning problems and nonrighthandedness.

ROLLER, CATHY M. (1994). Teacher-student interaction during oral reading and rereading. *Journal of Reading Behavior, 26*(2), 191–209.

Reports six case studies of interactions between less proficient readers and their teachers during oral reading and rereading. The case studies were based on a summer residential reading clinic serving severely RD children. The data were records and transcriptions of individual sessions that included a variety of activities determined by the needs of each child. Six teacher-pupil pairs were selected for the case studies on the basis of gain scores for pre- and post- administrations of Level 7 of the ITBS. Data were examined to determine whether the focus of teacher-pupil interactions shifted from decoding to meaning as accuracy rates improved with successive readings of text. Results indicated that a clear shift to a meaning focus occurred for one of five cases. In the remaining cases, teacher-pupil interactions did not shift from decoding to meaning as accuracy improved. In one case, accuracy remained below a threshold level for achieving a meaning focus. For the others, the decoding focus decreased as accuracy improved, but the shift from decoding did not lead to a focus on meaning. Children's control of meaning and teachers' focus on fluency were influenced by the teachers' pursuit of alternative instructional goals. Accuracy was a critical factor in achieving meaning-focused teacher-pupil interactions; however, the nature of text materials and teachers' instructional goals also influenced the nature of teacher-pupil interactions.

IV–14 Sociocultural factors and reading

KELLAGHAN, THOMAS; SLOANE, KATHRYN; ALVAREZ, BENJAMIN; & BLOOM, BENJAMIN S. (1993). *The home environment and school learning: Promoting parental involvement in the education of children.* San Francisco: Jossey-Bass.

Culls the findings of research on home-school relations to identify the characteristics of homes that are closely associated with children's progress at school. Uses that information along with evidence on the effects of parent involvement programs in outlining a program the authors feel can be effective in helping parents promote the educational development of their children. Chapter 1 presents evidence underlining the key role of the home in children's educational development. Chapter 2 considers the various efforts throughout the world to get the home and school to work together. In the next two chapters, research finding are reviewed on the relations between home background and school learning. Chapter 5 outlines societal and family difficulties faced by parents who are trying to meet the educational needs of their children. Previous efforts to help parents develop a home environment fostering learning at school are discussed in Chapter 6. Chapter 7 reviews studies leading to the conclusion that programs involving parents as partners in their children's learning have positive impact on children's school performance and cognitive development. In Chapter 8, the authors present information on the cognitive and noncognitive characteristics of children that appear to underlie scholastic development and in which the home plays an important role; Chapter 9 proposes an outline of a program designed to aid in the development of these characteristics. The final chapter summarizes the major findings of the research on the role of families in education and discusses the implications of the findings for parental involvement in children's education.

DOMBEY, HENRIETTA, & ROBINSON, MURIEL (Eds). (1992). *Literacy for the 21st century.* Brighton, England: The Literacy Centre, Brighton Polytechnic.

Includes papers presented at a conference to celebrate International Literacy Year. Some research is reported; papers are grouped in five sections: The Wider World of Literacy incorporates literacy in everyday life and the influence of literacy on our society; Focusing On Text considers the role of oral and written text in developing literacy; Early Literacy In and Out of School considers the learner as he/she develops literacy as well as the ways in which parents and teachers act as agents within the literacy learning process; Media Literacy includes the wide range of media but with a particular stress on television; and Literacy in Higher Education focuses on adults' reading and writing within an academic context and looks at the messages about literacy given to students.

REDER, STEPHEN. (1994). Practice-engagement theory: A sociocultural approach to literacy across languages and cultures. In Berndardo M. Ferdman, Rose-Marie Weber, & Arnulfo G. Ramirez (Eds.), *Literacy across languages and cultures*. (pp. 33–74). Albany, NY: State University of New York Press.

Takes a social psychological perspective in reviewing and synthesizing work relevant to understanding cross-language and cross-cultural literacy and literacy acquisition. Literacy is described as a social and cultural process comprised by a set of culturally defined practices varying across cultural groups within a society. The chapter is organized into three sections, the first of which reviews literacy research within the cultural practices paradigm. In the second section, a particular version of the cultural practices approach, practice-engagement theory, is developed. The theory holds that the development and organizational properties of a given person's literacy are shaped by the structure and organization of the social situations in which the individual encounters and practices literacy. The development of literacy will be facilitated or hindered by the qualities of an individual's engagement in literacy practices. In the chapter's final section, implications of the practice-engagement theory for educational practice and policy are discussed and topics for additional research are presented.

DELGADO-GAITAN, CONCHA. (1994). Sociocultural change through literacy: Toward the empowerment of families. In Bernardo M. Ferdman, Rose-Marie Weber, & Arnulfo G. Ramirez (Eds.), *Literacy across languages and cultures* (pp. 143–169). Albany, NY: State University of New York Press.

Presents results of the Carpinteria family-literacy study, a five-year ethnographic study on home-school communication pertaining to literacy activities. In the study, a family literacy program was created in which parents were to engage in reading with their children at home. Parents of selected children were taught how to discuss selected books with their children. Parents were Mexican immigrants; only two who had attended school in Mexico had gone beyond the sixth grade. At monthly sessions, parents were taught four types of questioning strategies (descriptive, personal, critical, and creative) to improve their child's involvement with reading. Brief case studies of taped sessions of parents reading to children are reported. The author reports that there was a positive change in parents' self-perception and efficacy in being able to participate directly in their children's literacy learning. Discussed, too, are the structure and content of the parent classes and the parent-community interaction.

ZANGER, VIRGINIA VOGEL. (1994). "Not Joined In": The social context of English literacy development for Hispanic youth. In Bernardo M. Ferdman, Rose-Marie Weber, & Arnulfo G. Ramirez (Eds.), *Literacy across languages and cultures* (pp. 171–198). Albany, NY: State University of New York Press.

Presents qualitative data from a study exploring the social context of English literacy development in a group of Hispanic 11th and 12th grade students. Data for this study were collected as part of a larger action research project to enhance the effectiveness of monolingual

teachers. A panel of Spanish speaking students discussed their educational needs and experiences as Hispanics. The panel presentation was videotaped and subjected to thematic analysis. Three broad categories emerged: marginalization, cultural respect, and breakdown in student-teacher trust. An additional analysis of student discourse yielded three other themes: exclusion, subjugation, and invisibility. The first three themes are discussed at some length. Complaints about their marginalized status tended to fall under school climate. A major grievance against the school was its failure to give cultural respect by incorporating Hispanic culture and history into the curriculum, even though 40% of the student body was of Hispanic origin. The breakdown in student-teacher trust was attributed in part to a mismatch of expectations regarding the appropriate ways that teachers should act towards their students. The chapter ends with a discussion of needed restructuring in schools.

BRANSCOMBE, AMANDA. (1991). "But it ain't real!": Pretense in children's play and literacy development. In James F. Christie (Ed.), *Play and early literacy development* (pp. 91–115). Albany, NY: State University of New York Press.

Presents a follow-up case study of two African American boys in an effort to analyze and explain how they differentiated between reality and pretense through play. The author begins with findings of her assessment of the older of the two brothers, then 7.7 years of age. The literacy aspect of the assessment indicated that the child had extensive experiences with books and sought out such experiences. He used self-monitoring and prior knowledge for constructing meaning and could make inferences and retell stories. The younger of the two was to enter first grade. The author interprets her data as noting that children tend to resist a world prepared by adults in which they wish children to demonstrate what they know rather than allowing children to build, act on, and be in that world. The two boys both experienced such an adult-prepared educational environment but also constructed their own notions about literacy outside of those environments through play, storybooks, artwork, summer school, and home experiences. The opportunities to construct their own notions of literacy led them to question the reality of some school settings. The older of the two boys experienced failure and alienation in the school environment; the younger watched and learned from his brother and was able to take adults' molds and make them fit his own needs.

TIEDMANN, JOACHIM, & FABER, GUNTER. (1992, July–August). Preschoolers' maternal support and cognitive competencies as predictors of elementary achievement. *The Journal of Educational Research, 85*, 348–354.

Presents results of a longitudinal study of influences on schooling outcomes. Tested was a model of third grade outcomes that includes biological variables (age and sex), home environment variables (maternal support as perceived by the child and maternal severity as perceived by the child), and preschool cognitive competencies (prenumerical, visual-perceptual, and metalinguistic competencies). Complete data sets were collected for 97 pupils from urban and suburban preschools in West Germany. Data consisted of test scores, pupil interviews, and teacher ratings. The study spanned the period from preschool to third grade, and a four-wave longitudinal design was used to test the model. Correlation coefficients are presented between the seven predictor variables and the criterion variables of spelling/reading and arithmetic scores for grades 1, 2, and 3, with the effects of IQ partialled out. Age was not strongly related to the criterion variables; however, girls had consistently higher spelling/reading scores than did boys. Perceived maternal support predicted large portions of achievement in spelling/reading and arithmetic at all grade levels. Perceived maternal severity was slightly related to achievement in these area. All three cognitive factors were related to spelling/reading and arithmetic achievement, but the prenumerical and metalinguistic factors were strong predictors of scores in these areas. The results of path analysis

indicate that age, sex, and maternal severity had no direct effect on achievement in either spelling/reading or arithmetic. Other predictor variables were related to achievement in various ways.

VOSS, MARGARET M. (1993, December). "I just watched": Family influences on one child's learning. *Language Arts, 70,* 632–641.

Explores one child's meaning-making systems and displays of knowledge in the context of home to inform understanding of his learning in school. The subject was a fourth grader who demonstrated difficulty in and avoidance of reading; he received reading instruction in the resource room. In contrast, he exhibited interest in writing workshop and participation in school projects built around social studies themes. His family included his parents and one sister. Data were collected during numerous home visits and included observations and taped conversations of the boy and all family members. The child claimed he never read at home, and there were not many reading materials available in the home. The father had many skills (carpenter, mechanic, trucker, welder) that he had learned on his own and depended on for employment. He had allowed his son to work with and observe him, and from these experiences, the boy had acquired interest, skills, and knowledge. Encouraged to tell about his projects, the child communicated by demonstration rather than by explanation. It was suggested that he learned by apprenticeship, by watching an expert, his father. In linking her discoveries of the boy's ways of learning at home to the school context, the researcher suggested that the child was offered many of the elements of an apprenticeship in the context of writing workshop and group projects. To assist him in reading it was suggested that he needed a reading apprenticeship, i.e., the opportunity to observe a more accomplished reader demonstrate strategic reading processes.

QUINTERO, ELIZABETH. (1994). Points of power: Mexican children in family literacy. *The Review of Education, 15,* 233–249.

Presents case studies of three children and their parents who participated in a family literacy project for Spanish-speaking families in the El Paso, Texas/Ciudad Juarez, Mexico, area to demonstrate the complex problems that many Mexican American children and families experience in their interactions in schools and to illustrate the strength and resilience (or points of power) of these families as they engage their children in acts of literacy. The researcher suggests that these parents have strengths and alternative ways of knowing and dealing with their children that need to be accepted by schools.

OKAGAKI, LYNN, & STERNBERG, ROBERT J. (1993, February). Parental beliefs and children's school performance. *Child Development, 64,* 36–56.

Investigates beliefs about intelligence from parents of various cultural groups and the relation between parental beliefs and children's school performance. The sample consisted of 359 parents and their kindergarten, first-, or second-grade children and represented six cultural groups: Anglo-American, Cambodian, Filipino, Mexican immigrant, Mexican American, and Vietnamese. Parents completed the Parental Beliefs Questionnaire (PBQ) designed for this study. This questionnaire, available in English, Cambodian, Spanish, and Vietnamese, consisted of sections focusing on child-rearing beliefs, conceptions of intelligence in first grade, and educational goals. Items were in the form of Likert-type scales. Children's school performance was assessed with CTBS language, reading, and math scores; teacher ratings of academic performance and classroom behavior; and a modified version of Sternberg's Triarchic Abilities test. Results of several analyses indicate that immigrant parents believed it more important to develop in their children conformity to external standards than autonomous behaviors, whereas American parents rated autonomy more highly than conformity. Conceptions of an intelligent first grader emphasized noncognitive characteristics.

such as social skills, for all groups except Anglo-Americans, who emphasized cognitive characteristics such as verbal ability in their conceptions of first grade intelligence. Parental beliefs about conformity were negatively correlated with school achievement.

MARTINEZ, MIRIAM; CHEYNEY, MARKAY; & TEALE, WILLIAM H. (1991). Classroom literature activities and kindergartners' dramatic story reenactments. In James F. Christie (Ed.), *Play and early literacy development* (pp. 119–140). Albany, NY: State University of New York Press.

Presents a case study of one kindergarten classroom in particular in which spontaneous dramatic re-enactments of stories were an integral part of the classroom literacy program. Comparisons are made to a second control classroom. Both classrooms were located in an urban community in a school where many children were considered to be at-risk. Data were collected over one academic year. Both rooms had a core classroom library of about 50 hardback children's books. Baseline data from the classroom library activities were collected during the first 4 weeks of the school year. Program intervention was then introduced into the experimental class in which the literature program was set up to encourage independent re-enactments of stories. Data were collected by two observers who were present in each classroom twice weekly for one hour per visit. Information collected on each child included the ways in which the books were used and any book related social interaction involving other persons in the library center. Teachers maintained logs of books read to the class and lists of all books moved into and out of the library center. The experimental teacher also maintained a journal in which she recorded her observations relative to children's spontaneous dramatic story re-enactments. While there was little difference between the two classrooms in terms of the number of book-handling episodes, the ways in which the children interacted with the books varied. The experimental classroom is described as a community of readers who read stories together, wrote about stories, sang about stories, and acted out stories. Children in the experimental classroom frequently selected a activity that contributed to their literacy development. Children in the control classroom engaged in dramatic story re-enactments only infrequently.

BLOOME, DAVID, & EGAN-ROBERTSON, ANN. (1993, October/December). The social construction of intertextuality in classroom reading and writing lessons. *Reading Research Quarterly, 28*, 305–333.

Discusses theoretical constructs defining intertextuality as a social construction and presents a microanalysis of the first grade reading lesson. The lesson analyzed was a 15-minute, videotaped discussion of a basal story. The teacher and three pupils were the focus of the analysis. The steps involved in the analysis of the lesson were explained, and a detailed analysis and description of the social construction of intertextuality in the lesson was presented. Specific procedures included transcribing the videotape, describing individual messages, identifying the boundaries of interactional units, locating the proposal, recognition and acknowledgment of intertextuality, describing the social consequence of intertextuality and locating uses and references to written language. The analysis showed how teachers and children may use intertextuality to define themselves and each other as readers and as students, to form social groups, to identify and validate previous events as sources of knowledge, and to construct, maintain, and contest the cultural ideology of the simultaneously occurring teacher-class and peer-peer events.

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IV–15 Reading interests

MELLON, CONSTANCE A. (1992, August). "It's the best thing in the world!" *School Library Journal, 38,* 37–40.

Ascertains rural children's preferences for types of literature to listen to or to read, and examines their reasons for reading and not reading. Subjects were 400 children between the ages of 4 and 12. Children were interviewed and/or surveyed by 24 university students enrolled in the author's course in children's literature. Information for the article stems from reports prepared by the university students, quotes from the interviews, as well as sets of completed surveys. Findings showed that the majority of children in this study had been read to on a regular basis and enjoyed the experience for a variety of reasons. Motivation for reading among children was attributed to a variety of adult influences including those from parents, teachers, and librarians. Children reported a wide variation in the nature of the material preferred. Many of the children were also able to tell why they liked the books they preferred. Negative interactions between children and adults pertaining to reading were noted as possible sources of reluctance to read among children.

MOKHTARI, KOUIDER, & SHEOREY, RAVI. (1994, February). Reading habits of university ESL students at different levels of English proficiency and education. *Journal of Research in Reading, 17,* 46–61.

Explores the reading behavior patterns of ESL students differing in English proficiency and education. Subjects were 158 international students (95 undergraduates and 63 graduates) enrolled in ESL composition classes at a large university. The TOEFL administered to the subjects for purposes of admission to the university was used to classify the subjects according to English proficiency levels (high vs. low). Subjects completed questionnaires assessing their reading habits including types of materials read, volume of reading done, and perceived abilities in reading. Chi-square analyses revealed significant differences in reading behavior patterns of subjects varying in levels of English proficiency and education. Subjects in high English proficiency groups spent more time reading academic materials than subjects in low English proficiency groups. Similarly, graduate ESL students spent more time reading academic materials than did their undergraduate counterparts. There was no difference in time spent reading non-academic materials by any group of ESL students. All ESL students felt they needed to improve their reading skills regardless of educational level; although high English proficiency students as a whole perceived themselves as better readers than low English proficiency ones.

IV–16 Attitudes and affect toward reading

BROMLEY, KAREN; WINTERS, DEBORAH; & SCHLIMMER, KERRI. (1994, February). Book buddies: Creating enthusiasm for literacy learning. *The Reading Teacher, 47,* 392–400.

Examines the benefits of a collaborative project that provided for meaningful and authentic written dialogues between school children and university students. The 20 children participating in the project were from three classrooms in a predominantly white, suburban middle-class school. All were functioning 6–12 months below grade level in reading according to the ITBS. Each child was randomly paired with one of 20 university students who corresponded with the child through a dialogue journal over a ten-week period. The primary foci of the dialogues were discussions on mutual interests as well as folktales being read by both the university student and the child. University students modeled the creation of story

webs and engaged children in varied interactions with the folktales through webbing. Pre- and post-administration of a reading attitude survey showed significant improvement in children's attitudes about literature. Journal entries showed improvement in content learning, literacy learning, and behavior.

LELAND, CHRISTINE, & FITZPATRICK, RUTH. (1993, December/1994, January). Cross-age interaction builds enthusiasm for reading and writing. *The Reading Teacher, 47*, 292–301.

Describes a cross-age project where sixth grade reluctant and below-level readers paired with kindergarten pupils 45 minutes weekly from October to June to share reading and writing opportunities. The older pupils learned specific strategies to use when reading to younger children, when discussing a story together, and when planning, drafting, and revising an original co-authored story. They set goals for the sessions, observed demonstrations of how to maintain the children's attention, and examined picture books, constructing statements that they might use to guide interactions. They practiced the readings with their sixth grade peers. They planned book-related activities for the younger children and planned how they would encourage the kindergartners to write. Both groups of children reported liking the collaboration. Scores on attitude scales were more positive. Sixth graders showed increased enthusiasm for independent reading at home and at school. Kindergartners wrote more and were more eager to read after working with their sixth grade buddies.

BARNHART, JUNE E., & WHAM, MARY ANN. (1994). Read to me! A program designed to enhance children's attitudes toward reading through teacher and parent read alouds. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 251–257). Pittsburg, KS: College Reading Association.

Implements a program that combined storybook reading experiences in the home and school environments in an effort to enhance the reading attitudes of kindergarten, second, and fourth grade pupils. Two intact classrooms at each of the grade levels in an urban elementary school were assigned to either the storybook reading group or the control condition. The storybook reading group differed from the control group in that the parents of the former agreed to read to their child at home at least 15 minutes daily, followed by the completion of an evaluation form on the completed book. Reading attitudes were measured with the *Elementary Reading Attitude Survey* at the beginning and end of the 5-month study. Significant differences between the two groups were calculated using chi-square tests at each grade level. No significant differences were found in attitudes between groups at each grade level at the beginning of the study. At the end of the study, differential patterns across grade levels were found with the greatest and most consistent increases in positive attitudes observed among kindergartners who were exposed to the program.

DANIELSON, KATHY EVERTS, & TIGHE, PATTY. (1994). Generating response to literature with at-risk third grade students. *Reading Horizons, 34*(3), 257–278.

Reports the effect of participating in book conversations on children's attitudes toward books and reading. Two groups of third graders (n=18), considered at-risk, met and talked about books twice each week for one semester. Discussion was facilitated by the investigators. In addition, before discussion, pupils responded to the books in literature logs. On a pre- and posttest attitude survey, the children showed a general improvement toward reading, with significant differences on three of the 20 items; that is, pupils were more interested in reading a variety of books, were less hesitant to answer questions, and felt positive about reading their school books. Boys' pretest scores were significantly lower than both the girls' scores and

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their own posttest scores. Transcript excerpts from the children's literature discussion groups and literature logs are included, grouped according to the types of comments that emerged. They included responses related to the pupils' own experiences, illustrations, critical analysis, author sense, predictions, book construction, book language, and story comparisons.

LOCKWOOD, MICHAEL. (1993). Getting into the rhythm: Children reading poetry. *Reading, 27,* 50–53.

Shares discussions held with three groups of 10- to 11-year-old children from three different school settings to explore their attitudes toward poetry. Participants were teacher-selected, and the settings included a primary school, a junior school, and a middle school. The children reflected varying reactions to poetry. Their main recommendation for younger readers of poetry was to try to hear the rhythm of a poem. The author concluded that experiences with poetry should be promoted and supported. He also suggested that it may be helpful to talk with pupils about the actual process of reading poems.

LEY, TERRY C.; SCHAER, BARBARA B.; & DISMUKES, BETSY W. (1994, January–March). Longitudinal study of the reading attitudes and behaviors of middle school students. *Reading Psychology, 15,* 11–38.

Describes a 3-year study investigating the stability of attitudes and behaviors of 200 middle schoolers and notes whether their scores at the end of the third year differed by gender, race, or grade level. Pupils completed the Teale-Lewis Reading Attitude Scales (TLRAS) and the Reading Behavior Profile (RBP) during the first month of each year. Scores were available for the three subscales of the TLRAS (Individual Development, Utilitarian, and Enjoyment) and for the total TLRAS score. The RBP examined changes over time in the voluntary reading-related behaviors reported by the students. At the end of the study, data were available for 164 students. There was a statistically significant relation between the reading attitudes and reported reading behaviors. Total scores for both instruments declined over the 3-year period, with greatest decline during the eighth grade year for the TLRAS and during the seventh grade year for the RBP. Scores on the Utilitarian subscale were highest for all three grade levels, followed by the means for Individual Development and Enjoyment subscales. While reported voluntary reading activity level was low over all three years, responses to individual items changed. Students reported more magazine and newspaper reading the third year but less voluntary reading and reading for enjoyment. No main effects for gender, race, or their interactions were significant.

YOPP, RUTH HELEN, & DREHER, MARIAM JEAN. (1994). Effects of active comprehension instruction on attitudes and motivation in reading. *Reading Horizons, 34,* 288–302.

Investigates whether participation in self-questioning activities promotes a more positive attitude toward reading instruction than answering teacher-posed questions and explores whether pupils who participate in self-questioning instruction demonstrate a greater motivation to read. Motivation was judged by the number of target books borrowed from the library. Seventeen sixth grade girls and 16 boys were randomly assigned to the active comprehension and teacher-posed question groups. Materials were excerpts from 10 previously unfamiliar novels that were placed in the classroom and school library. MANOVA indicated a significant difference between groups on the two dependent variables. Pupils in the active comprehension group produced a significantly greater number of positive responses to the class. No significant difference was found between the active comprehension and teacher-posed question groups for number of target books borrowed from the library; children in both groups borrowed few target books.

MORAWSKI, CYNTHIA M., & MCKINNON, MARGARET. (1993, Fall). Students' early recollections of learning to read: Implications for reading development in a vocational classroom. *Journal of Reading Education, 19*, 51–64.

Explores how insights gained from vocational education students' early recollection of learning to read can be used to enhance their literacy development within a vocational class. Five of 11 students (CA=16 to 20 years) enrolled in a vocational Child Care class, who were classified as slow learners, agreed to be interviewed about their early recollection of learning to read (ERLR). The ERLRs were collected through audiotape; each student was asked to report his or her earlier recollection about learning to read as a distinct, one-time event. As a form of corroboration, students were also interviewed about how they perceived themselves as readers and what strategies they used to cope with reading demands of the classroom. Overall, recollections of the five students indicated they perceived themselves as learning to read under the guidance of a teacher, in a school setting, and at an older age (7 to 10 years). For all five students, learning to read was a negative experience. The responses were consistent with their current self-perceptions and behaviors related to the reading process.

STONE, NANCY R. (1994, Spring). Self-evaluation and self-motivation for college developmental readers. *Research and Teaching in Developmental Education, 10*, 53–62.

Summarizes the data collected from three interviews with 11 community college students to determine changes in their views of reading, the strategies they used while reading, and their perspectives on themselves as readers. Students were simultaneously enrolled in a developmental reading course and a sociology course and were interviewed at the beginning of the course (novice state), at the end of the course (completer stage), and two months after course completion (expert stage). In the interview, students answered 10 questions, read a passage and applied a preferred strategy to the reading, and taught their preferred strategy to the interviewer. Students rated their comprehension of the passage and explained how they knew the degree of their understanding. They also explained what questions they asked themselves before, during, and after reading and explained why they asked themselves these questions. Interview data suggested that students became more confident in their ability to apply and revise their reading strategies. They became better comprehenders who were able to evaluate themselves and their reading processes. More of them felt more confident in and more motivated by their learning.

IV–17 Personality, self-concept, and reading

BUSS, KATHLEEN; GINGLES, JAMES; & PRICE, JAY. (1993, November). Parent-teacher temperament ratings and student success in reading. *Reading Psychology, 14*, 311–323.

Examines the relation between temperament and reading achievement. Included were 102 second graders, half of whom were identified as high ability readers and half as low ability readers. Temperament questionnaires requesting ratings on the pupils' activity level, adaptability, approach-withdrawal, emotional intensity, distractibility, and persistence were administered to both the teachers and the parents of each subject. Findings of multivariate discriminant analyses of the data revealed that differences between teacher and parental ratings were more pronounced for low ability readers than high ability readers. As compared to their teachers, parents of low ability readers viewed their children as more adaptable, approachable, and persistent. Teachers and parents similarly perceived low ability readers as distractible.

BUTLER, RUTH, & MARINOV-GLASSMAN, DEGANIT. (1994, May). The effects of educational placement and grade level on the self-perceptions of low achievers and students with learning disabilities. *Journal of Learning Disabilities, 27*, 325–334.

Investigates the effect of age and educational placement on the feelings of competence in different domains of children with learning disabilities and examines the degree to which self-perceptions are domain specific or dependent on perceived scholastic competence. To determine whether regularly exposing children with LD to nondisabled peers will enhance or undermine their self-esteem, 222 Israeli children (127 boys, 95 girls) in grades 3, 5, and 7 were compared. The sample comprised 68 children with LD attending special schools, 68 children with LD attending special classes in regular schools, and 86 nonidentified low achievers in regular classes. Measures of perceived competence and perceived achievement were administered. Preliminary analyses yielded no significant effects involving sex, secular or religious schools, or homeroom. As expected, perceived competence was similar and high in all groups at grade 3 but was higher among the special school group than among the special class and low achieving groups at grade 5. The benefits of special schools were less clear at grade 7.

LEWIS, JILL. (1993). Effects of a precollege reading course on the academic self-esteem of urban college students. In Timothy V. Rasinski & Nancy D. Padak (Eds.), *Inquiries in literacy learning and instruction*. (pp. 47–55). Pittsburg, KS: College Reading Association.

Assesses the effects of a precollege reading course on the academic self-esteem of urban college students. The sample consisted of 102 students and 5 faculty members. The students were enrolled in a precollege, noncredit reading course based on the results of the New Jersey Basic Skills Test. Of this sample, 92 students in seven classes and 5 faculty members completed both pre- and post-phases of the study. A student questionnaire, the measure of self-esteem, was administered at the beginning and end of the reading course. It consisted of 20 items on which students rated themselves in regard to their perceived abilities to participate successfully in an academic environment. A 12-item faculty questionnaire was administered at the end of the course and focused on the type and percentage of time devoted to both instructional materials and alternative groupings. Mean scores on the student questionnaires were calculated for pre- and poststudy administrations, and comparisons were analyzed according to age group (18 to 20, 21 to 24, and 25 and older), academic cluster (study skills, reading skills, participating in college classrooms, and expectation of a successful future), and instructional emphasis (small group, paired learning, and large group). End of semester self-esteem scores were significantly higher than the pretest scores for students in all age categories. There was a significant mean increase in all academic clusters, with the most significant mean increase in the area of students' perceptions of reading skills. Evaluation of the instructor questionnaire revealed no discernible differences in the types of materials used but showed difference in how instruction was delivered. Classes with small group instruction showed a much larger mean gain in student self-esteem.

MCCUTCHEON, JOHN W., & SMITH, WILLIAM E. (1993). Relationships among field dependence-independence, reading instruction, and reading achievement. In Timothy V. Rasinski & Nancy D. Padak (Eds.), *Inquiries in literacy learning and instruction*. (pp. 125–134). Pittsburg, KS: College Reading Association.

Examines the relations among field dependence-field independence (FDI), instructional orientation (whole language or reading skills), and reading achievement. Participants were 89 third grade pupils attending two elementary schools; one school was selected because of its whole language orientation (n=50), and the other was chosen because of its reading skills orientation (n=39). The SDRT was administered as the pre- post-study measure of reading

achievement. The Group Embedded Figures Test was administered in the fall to determine the extent to which learners held field dependent or field independent orientations. Mean scores on the SDRT measures for the skills group and whole language group and for field dependent and field independent learners were compared. The data revealed no significant relation between FDI and SDRT Total Reading achievement. The field independent subgroup did demonstrate significantly higher achievement gains than the field dependent subgroup on the Structural Analysis subtest. The remaining significant reading achievement gains were attributed to reading instruction. Pupils in the reading skills subgroup showed significantly higher achievement gains in the Auditory Vocabulary subtest. The whole language subgroup demonstrated superior gains on the comprehension subtests and total comprehension score. No significant interactions among FDI, reading instruction, and reading achievement were observed.

IV–18 Readability and legibility

McEneaney, John E. (1994). Neural networks for readability analysis. *Journal of Educational Computing Research, 10*(1), 79–93.

Reports on the performance of six artificial neural networks designed to analyze the readability of text. The networks described are Fry Net, Number Nets 1 & 2, Activation Nets 1 & 2, and the Fry Activation Net. The Fry Net and Number Nets 1 & 2 report readability in terms of a grade equivalent. The other networks provide non-numerical reports of readability showing a distribution of activation values across several grade levels. Preliminary analyses indicate a relatively low correlation coefficient between visual input systems and expert judgments. However, the author asserts that the non-numerical report of readability may be more closely aligned to the concept of readability than grade equivalent scores and may address some of the concerns regarding the lack of precision of readability formulas.

Nibbelink, William H.; Gerig, Jean A.; & Hoover, Hiram D. (1993, January). The effect of print size on achievement in mathematics problem solving. *School Science and Mathematics, 93*, 20–23.

Reports a study conducted on first, second, and third graders to determine whether performance on items similar to those found on nationally standardized achievement tests is influenced by the type size of the problem. Iowa Testing Programs staff developed and field tested items that were randomly assigned to children participating in ITBS pilot testing programs. Three type sizes, 18-point, 14-point and 12-point, were used for first grade problems; two type sizes, 12-point and 10 point, were used for second grade and third grade problems. No statistically significant influence of type size on problem-solving performance was noted. The researchers suggest abandoning the large-type-for-small-child convention and suggest using smaller type for printing texts and tests.

Britton, Bruce K.; Gulgoz, Sami; & Glynn, Shawn (1993). Impact of good and poor writing on learners: Research and theory. In Bruce K. Britton, Arthur Woodward, & Marilyn Binkley (Eds.), *Learning from textbooks: Theory and practice* (pp. 1–46). Hillsdale, NJ: Lawrence Erlbaum Associates.

Summarizes and briefly reviews research investigating the impact of text quality on learning. In the first section of the chapter, the authors cite studies that investigated learning from modified text. Of these, 34 were successful attempts to improve learning by rewriting texts, 4 resulted in failure to show improved learning, and 5 found that rewriting improved problem solving but not recall. In other instances, 22 studies involved successful attempts to

improve texts by adding linguistic or paralinguistic elements to them without rewriting or otherwise changing the text. A second section of the chapter presents a study testing how well 30 undergraduates could judge which of a pair of texts would be remembered best on a hypothetical test to be given the following day. The texts included 14 pairs in which previous research had demonstrated that the rewritten version would be recalled better and 6 pairs in which the rewritten version had not been remembered better than the original. There was a 95% accuracy rate in the judging of the 20 text comparisons. Another section of the chapter describes a study in which 175 undergraduates read one of several versions of a text: the original, one modified using principles based on a cognitive theory of learning (principled version), a heuristic revision completed by one of the authors, or a readability formula revision. Three tests were used to assess comprehension: free recall, multiple-choice, and inference questions. Test performance was better for the principled version as opposed to the original version on recall and inference but not on the multiple-choice task. The heuristic version showed better performance than the original on multiple-choice and free recall. The readability formula revision did not show differences in performance from the original version on any measures.

IV–19 Literacy acquisition

ROWE, DEBORAH WELLS. (1994). *Preschoolers as authors: Literacy learning in the social world of the classroom.* Cresskill, NJ: Hampton Press, Inc.

Reports an ethnographic study into how literacy learning occurred in the curricular environment of a day care center. The study was conducted in one classroom of 21 3- and 4-year-olds in a center located on the edge of a campus of a large university. Most frequently there were three adults, including the author who took an interactive role, in the classroom. The center's literacy environment was designed to immerse children in a variety of functional opportunities to read and write. The researcher was in the classroom generally three days a week for eight months. Data collection techniques included participant/ observation, field notes in setting and after exit, collection of artifacts, audiotapes and videotapes, photographs, informal interviews with teachers and children, and indefinite triangulation. One chapter of the analysis is devoted to the role of conversation in literacy learning. It was felt that conversation was a means by which children built common meanings and explored gaps between their own meanings and those of others in their community. Other chapters interpret data on the role of metacognition in early literacy learning, the role of hypothesis generation and testing, and literacy learning as a sociocognitive process.

VUKELICH, CAROL. (1991). Materials and modeling: Promoting literacy during play. In James F. Christie (ed.), *Play and early literacy development.* (pp. 215-231). Albany, NY: State University of New York Press.

Compares children's literate behaviors during free play in two settings (before literacy enrichment and during literacy enrichment) and three time periods (before, during, and after modeling during literacy enrichment). Subjects were 38 kindergartners in two classes, both taught by the same teacher. Following a baseline data collection period, undergraduate research assistants set up the dramatic play area in the classroom as a bank. On the third and fourth day following the intervention, the undergraduate assistants entered the bank setting once during each 5-minute period of each free-play period to model literacy behaviors with the materials. On the final day of the bank dramatic play setting, children played without adult modeling, and data were collected using a time-sampling procedure. A second dramatic play setting followed the same procedures. Analysis of data revealed that the enrichment of the dramatic play area was effective in increasing the percentage of time spent in free-play literate be-

haviors with only one of the groups. Children did spend more time engaged in literate behaviors in the dramatic play setting following intervention than before. Adult modeling impacted significantly on the children in the morning kindergarten session in the bank setting and on the afternoon children's literate behavior in the second setting.

ROBERTS, BETH. (1992). The evolution of the young child's concept of *word* as a unit of spoken and written language. *Reading Research Quarterly, 27*(2), 124–138.

Investigates the evolution of the concept of word in beginning readers and the relation between cognitive development and acquisition of the concept. Subjects included 32 children from preschool to second grade level and ranged in age from 5-5 to 7-9. From a Piagetian perspective, children were at three different operational levels in relation to their cognitive development. Data were collected in three different individual interviews conducted over a 1-year period. A seriation task and a sorting task, done in the first session, were used to assess the level of cognitive functioning. The concept of word tasks, administered at the other two sessions, included word unit identification, sentence dictation spacing, sentence dictation explanation, and word unit explanation. Findings indicated that tacit awareness of word in both spoken and written language is acquired prior to explicit awareness of word, and that the tacit knowledge underlies children's performance on explicit word concept tasks. Explicit awareness of word in written language preceded explicit awareness of word in spoken language. The evolution of explicit concept of word is related both to experiences with written language and to cognitive development.

PELLEGRINI, A.D., & GALDA, LEE. (1991). Longitudinal relations among preschoolers' symbolic play, metalinguistic verbs, and emergent literacy. In James F. Christie (Ed.), *Play and early literacy development* (pp. 47–67). Albany, NY: State University of New York Press.

Summarizes the authors' longitudinal research examining ways in which two aspects of symbolic play (abstract transformations and use of metalinguistic verbs) predict emergent literacy. In particular two longitudinal studies, one short and one long, are discussed. Participants in the short study were in three classrooms in a university preschool and were divided into an older group (n=26) with a mean age of 55 months and a younger group (n=24) with a mean age of 43.56 months. Children's free play was videotaped for nine 15-minute sessions during the fall and winter terms, and the data were analyzed for symbolic play transformations and metalinguistic verb usage. In addition, IQ and literate behavior (a writing and a reading task) were assessed. Only IQ was found to predict younger children's writing; for older children, IQ, symbolic play, and idiomatic verbs predicted writing. Symbolic play was not a significant predictor of children's emergent reading status. For older children, the use of metalinguistic process verbs was positive predictor of emergent reading status; for younger children, the use of idiomatic verbs was a negative predictor. The second study examined the relations among the same variables but with a longer longitudinal lag. Findings were similar to those of the shorter study.

SCHRADER, CAROL TAYLOR. (1991). Symbolic play: A source of meaningful engagements with writing and reading. In James F. Christie (Ed.), *Play and early literacy development* (pp. 189–213). Albany, NY: State University of New York Press.

Reports two naturalistic studies of play and early literacy. In Study 1, the written language used by young children within the context of symbolic play is examined. Participants included seven prekindergarten children in an early childhood education center; ages ranged from 5 to 5.5 years. Data were collected on 15 days during a 3-week period and included videotapes of spontaneous symbolic play and field notes by a nonparticipant observer. Children's use of written

language was coded into seven categories. The analysis indicated that children wrote for instrumental, regulatory, interactional, personal, and informational purposes. Study 2 explored the teacher's use of symbolic play as a teaching/learning medium for early literacy development. Participants were four prekindergarten teachers. Data collection procedures included videotapings and audiotapings of the teachers' and children's behaviors and language during symbolic play, children's written language productions, and teacher-recorded observations of children's writing and reading behaviors. Teachers' interaction styles were coded as either extending or redirecting. Each teacher demonstrated both styles, but to different degrees; however, all four used more extending style than redirecting style. The findings demonstrated that teachers were able to use symbolic play as a teaching/learning medium for early literacy development.

CHRISTIE, JAMES F. (1991). Psychological research on play: Connections with early literacy development. In James F. Christie (Ed.), *Play and early literacy development* (pp. 27–43). Albany, NY: State University of New York Press.

Reviews four areas of psychological play research having implications for using play to facilitate early literacy development: characteristics of play, age trends in play behavior, play settings, and play training. It is noted that research into the characteristics of play have identified elements such as self-selection and child-centered control as factors that make classroom literacy activities more play-like and enjoyable for children. Play training studies have shown the importance of adult involvement in children's dramatic play and have revealed that teachers, by suggesting and modeling appropriate literacy activities, can encourage children to incorporate literacy activities into their dramatizations. Findings from play research have led to the identification of guidelines for arranging and equipping classroom areas in order to encourage literacy-related dramatic play.

HALL, NIGEL. (1991). Play and the emergence of literacy. In James F. Christie (Ed.), *Play and early literacy development* (pp. 3–25). Albany, NY: State University of New York Press.

Reviews research linking play and the emergence of literacy. It is concluded that play provides a context within which the emergence of literacy can be manifested and explored. The author cautions, though, that play should not be subsidiary to the teacher's instructional desires. Research findings indicate that when children are offered the opportunity to demonstrate literacy behavior in appropriate play situations, they show a commitment to literacy, a knowledge about literacy, and an inquisitiveness about literacy.

NEUMAN, SUSAN B., & ROSKOS, KATHY. (1991). The influence of literacy-enriched play centers on preschoolers' conceptions of the functions of print. In James F. Christie (Ed.), *Play and early literacy development* (pp. 167–187). Albany, NY: State University of New York Press.

Conducts an exploratory study into the effects of literacy-enriched play centers on children's involvement with print. Subjects were 37 preschool age children. Preschoolers were individually administered the Sand form of Conventions About Print (CAP) test; two observational measures of involvement with literacy activities during free play were done prior to the intervention phase of the study. One month following the implementation of the literacy enriched environment, additional systematic observations were made of the number and quality of children's engagements with literacy during play. A second form of the CAP was administered also. Scores on the CAP rose significantly as did the average number of literacy demonstrations engaged in during play. The qualitative analysis aspect of the study compared descriptions of literacy demonstrations during play before and after intervention. It

was found that literacy in play became (1) more useful, (2) more situation-based, (3) more unified and sustained, (4) more interactive, and (5) more role defined.

DAHL, KARIN L. (1993). Children's spontaneous utterances during early reading and writing instruction in whole-language classrooms. *Journal of Reading Behavior*, *25*, 279–294.

Examines the spontaneous utterances of first grade inner-city children in whole language classrooms in two urban sites in order to discern learner perceptions of reading and writing. The subjects were 12 pupils, 6 at each site, who were chosen randomly while they were in kindergarten. Data were gathered across the first grade year by conducting observations twice weekly. The context for each utterance was documented in field notes recording instructional context, learner behavior, and social interactions. Three selection criteria were used to select utterances for the analysis: spontaneity, being embedded in acts of reading and writing, and explanatory value. The 87 utterances meeting the criteria for selection were categorized using the constant comparative method for category formation. The analysis revealed five trends in terms of learner perceptions of beginning reading and writing: (1) nearly half of the utterances were metacognitive statements reporting learner self-appraisal and self-management; (2) learners were concerned with sound/symbol relations and argued with peers about them; (3) hypotheses about reading reflected learner patterns of development, teacher demonstrations, and classroom experiences; (4) learners paid close attention to patterns in letters and words; and (5) learners' interpretations of their whole language classrooms included notions about the interrelatedness of reading and writing.

YADEN, DAVID B., JR.; SMOLKIN, LAURA B.; & MACGILLIVRAY, LAURIE. (1993). A psychogenetic perspective on children's understanding about letter associations during alphabet book readings. *Journal of Reading Behavior*, *25*(1), 43–68.

Reports two preschoolers' understandings about letter-sound associations during repeated alphabet book and story book read alouds with their parents over a 30-day period. Children's responses were coded for content of what was said (comments about letters, numbers, words, and directionality) and for dialogic interaction (the dynamics of the dialogue). Examples of parent-child interactions are included to demonstrate the differences in parents' and children's understandings of the texts and their purposes. Observations are discussed in light of Piagetian theory. The researchers suggest that children first associate letters with any pictured object, then with selected words in the oral text, and later with initial sound segments in words.

EDWARDS, LINDA H. (1994, Spring). Kid's eye view of reading: Kindergartners talk about learning how to read. *Childhood Education*, *70*, 137–141.

Interviews kindergartners at the end of the school year to ascertain their perspectives on learning to read. Subjects included all pupils in the author's class (n=24). While two were reported to have exhibited reading skill at the beginning of the school year, two-thirds were considered well on their way to becoming fluent readers at the end of the year, and all were reported to have gained crucial understandings about print. They had been provided an instructional program reflecting a whole language philosophy. The children were interviewed individually. Results indicated that all children saw themselves as readers. More than 75% indicated that they had learned to read during kindergarten or when they were 5 years old. They indicated awareness of the various components of the reading process, showed awareness of the visual aspects of reading, and voiced multiple strategies for figuring out unknown words (i.e., sound it out, think about what word to use, remember what it says, believe you can do it, ask someone else). Almost 60% of the class said that reading was easy, and most indicated that practice was the single most important factor in learning to read. Of the 45% who acknowledged assistance in learning to read, two-thirds gave credit to family members, one-third to classmates, and one child mentioned teacher assistance.

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FALLON, IRMIE, & ALLEN, JOBETH. (1994, April). Where the deer and the cantaloupe play. *The Reading Teacher, 47*, 546–551.

Explores one kindergarten teacher's insights into her pupils' writing. To address what teachers can learn about children's understanding of written language and how their writing reveals content knowledge, the researchers gathered and analyzed eight years of kindergarten children's writing. The collection included both self-sponsored and teacher-assigned writing. The teacher's observations and conclusions are reported across four content areas: social studies, math, science, and literature. Pupils' writing in social studies revealed both misconceptions and applications. In mathematics, writing and drawing provided applications of mathematical concepts and conventions. Further, literary displays of storybook language appeared in the children's writing when it was viewed from a literature perspective. It was concluded that children's writing provides insights into their interpretations of their learning experiences.

TORGESEN, JOSEPH K.; WAGNER, RICHARD K.; & RASHOTTE, CAROL A. (1994, May). Longitudinal studies of phonological processing and reading. *Journal of Learning Disabilities, 27*, 276–286.

Presents the major findings of a longitudinal study of the structure of the phonological processing skill of young children both before and after reading instruction begins, the similarities and differences in the growth rate of phonological skill, and the causal relation between phonological skills and reading. A measurement model for each construct was tested in an earlier study. A battery of 22 tasks assessing five phonological abilities, reading and prereading skills, and general verbal ability was administered to 288 children at the beginning of kindergarten, first, and second grades. Reading and phonological skills were measured at all assessment points in the longitudinal study. Analysis of growth rates for each of the phonological variables (serial naming, isolated naming, synthesis, analysis, and memory) provided support for the model identifying five distinct but correlated abilities. The coefficients between kindergarten and second grade indicated that reading-related phonological skills were remarkably stable during this period. Each of the phonological processing abilities had a significant causal relation to subsequent reading development. However, using a structural equation model, the researchers report only phonological analysis had a significant effect on word-reading skill. Analysis further indicated that prereading skill in kindergarten did in fact have a significant causal effect on subsequent development of phonological skill. However, this effect was moderate when compared with the effect of phonological skills on reading.

STAHL, STEVEN A., & MURRAY, BRUCE A. (1993). Environmental print, phonemic awareness, letter recognition, and word recognition. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 227–233). Chicago, IL: National Reading Conference.

Explores the relations between children's knowledge of letters, phonemes, and environmental print in their emerging reading skills. Subjects were 113 kindergarten and first grade children from one private and one public elementary school. Individually each child was asked to read some familiar logos, given an alphabet recognition task and phoneme-awareness measures, asked to identify environmental print taken from the logos, and given an IRI. Regression analyses were used to compare the amount of unique variance associated with different variables in two different conceptions of how children learn to read words. The first model suggests that children learn words at least partly through exposure to environmental print. In the regression models, children's knowledge of letters and phonological awareness both account for more variance in word knowledge than does the ability to identify logos. Children seemed not to attend to the words in logos unless they were already reading words.

SHELTON, PAM. (1994, April). Shawnacy: A lesson in learning. *Reading, 28,* 23–31.

Describes the author's experiences as a speech and language pathologist working for one year with Shawnacy, a 6-year-old child with communication problems. Excerpts from Shawnacy's writing and transcripts from communicative exchanges between Shawnacy and others are included to support the author's reflections on the child's language and literacy development. Lessons focused on self-sponsored and teacher-initiated writing opportunities. Under guidance, Shawnacy worked to use a variety of strategies, including ways to clarify his verbal messages. When writing, he used his own previous journal entries, teacher comments, and print within the classroom to get correct spellings. He learned to go back to the beginning of the sentence when he became "stuck" during reading; in addition, he used the strategy of asking for help. Using techniques to support Shawnacy's awareness of letter-sound relations, his teacher noted that his writing became more readable over time, his willingness to take risks increased, and he began to read storybooks and to volunteer to read his own written work. By mid-May, he was able to match 25% of the sounds in his writing with the words he pronounced as he read back his story and was strongly motivated to write. Shawnacy's confidence as a reader, writer, and speaker was supported by opportunities to collaborate with peers and to find his own way through reading and writing.

BARONE, DIANE. (1993). Dispelling the myths: Focusing on the literacy development of children prenatally exposed to crack/cocaine. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 197–206). Chicago, IL: National Reading Conference.

Reports on initial findings of a 7-year longitudinal study examining the literacy development of 26 children prenatally exposed to crack/cocaine. The state welfare system identified children who tested positive for crack/cocaine exposure shortly before their birth. Each child was in a stable foster or adoptive family situation. The study began in the fall of 1990 with interviews with parents in their homes and informal observations of the child's literacy. Each child was observed monthly either at home or at school for 60- to 90-minute periods. Initially, there were 17 boys and 9 girls, ranging in age from 18 month to 7 years. The majority of the children were 3 and 4 years old. During monthly school or home observations, all events were recorded; however, certain literacy behaviors were targeted for observation. At the end of 2 years, all children were found to be within the parameters of literacy development established in the study. Although the children qualified for special education at very young ages, they were continually assessed and dismissed from additional services in the primary grades when appropriate. With support, these children are becoming readers and writers in the same ways most children do.

IV–20 Studies on the reading process

SPERLING, MELANIE. (1994, May). Constructing the perspective of teacher-as-reader: A framework for studying response to student writing. *Research in the Teaching of English, 28,* 175–207.

Provides a framework for analyzing the multiple aspects of reader perspective in a teacher's approach to writing instruction. The framework is based on an examination of one high school English teacher's written comments on her students' papers, as well as on observation of her classroom over one semester. The study specifically considered how the teacher's written comments reflected the perspective she brings to her reading of the students' writing, and whether she changed or altered her perspective for different students and types of texts. Data sources revealed five orientations of the teacher's perspective toward student writing: interpretive, social, cognitive/emotive, evaluation, and pedagogical. Analysis showed that the

teacher's perspective as a reader, as reflected by her written comments on eight focal students' papers, differed across students, especially for the two students at either end of the ability range. Her perspective also differed across writing assignments, revealing differences in the difficulty of the assignments in ways not predicted by the theory underlying the assignment sequence. Grounded in the social processes of writing and reading in the context of the classroom, the framework gives researchers and teachers a way to explore reader perspective in teacher response to student writing and discover its influence on writing and learning to write.

KNIGHT, STEPHANIE L. (1992, July/August). Relation between elementary students' perceptions of teacher behaviors and reading strategy. *Journal of Educational Research, 85*, 327–338.

Investigates the relation between elementary pupils' perceptions of their teachers' instructional behaviors and their reported cognitive strategy use during reading comprehension. Subjects included 141 grade 3, 4, and 5 pupils from one elementary school and were primarily from low income families of Hispanic origin. The Reading Strategies Survey (RSS) was administered. The RSS consists of three parts: (1) an independent level narrative passage in which pupils were directed to think about what they were doing or thinking as they read the passage silently; (2) a series of questions about the use of 13 specific cognitive reading strategies in which pupils were asked to indicate whether they engaged in each strategy always, most of the time, some of the time, or never; and (3) a Likert type scale in which children were to indicate the existence and extent of specific instruction by their reading teacher on each of the strategies. The third part also asked pupils for their level of agreement with statements designed to examine their perception of nine classroom processes a teacher might use. Children reported using 6 of the 13 strategies most of the time; the three reported as most frequently used were changing speed, concentrating, and rereading. Pupils reported that most of the time their teachers showed or told them how to use only 3 of the 13 strategies, with only infrequent instruction in the remainder. There were seven significant differences between children's reported strategy use and their perceptions of teacher instruction in those strategies. In all instances, children reported using strategies more frequently than they perceived receiving instruction in them. Results of a canonical correlation analysis between the set of teacher behaviors and the set of pupil strategies suggested that pupil interpretations of particular combinations of teacher behaviors may influence their strategy use. Sets of teacher behaviors, considered together, may cue pupils to the depth of processing required for the task at hand and eventually determine the strategies chosen to accomplish a task. Findings suggested, too, that pupils do not always respond to perceptions of specific instruction in strategies by using the strategies that they perceive as being taught; rather, they appear to extract cues provided by the combination of specific strategy instruction and generic teacher behaviors.

ROBICHAUD, CINDY HALEY. (1994, April). Surprising conversations. *Reading, 28* 35–38.

Reports a series of conversations over books between a teacher-researcher and her first grade pupil. As the boy searched for meaning in his reading, his teacher reflected both on her own teaching as well as her participation in a teacher-researcher study group. Through audiotapes of interactions with the child, the teacher discovered her reliance on sounding out as an emphasized strategy of word identification; her own perceptions and involvement with reading are contrasted with this recorded teaching behavior. Subsequent excerpts reflect the boy's own efforts to find and describe strategies for becoming a reader, his awareness of the functions of reading, and the teacher's continuing encouragement and support of his efforts. The teacher-researcher reports her focus as helping her pupil become aware of his own learning and his ways of making meaning. Although the child's views of the reading process broadened, there was also evidence of regression. Nevertheless, there were repeated examples of the

boy informing the teacher in various ways how he connected his own experience to the reading process to make it meaningful.

HYONA, JUKKA. (1994, Jan./Feb./March). Processing of topic shifts by adults and children. *Reading Research Quarterly*, *29*, 76–90.

Uses on-line processing to investigate the topic-shift phenomena of readers taking more processing time when new topics are initiated in text. Subjects in Experiment 1 were experienced and less experienced readers, 28 adults and 43 fifth graders, who were exposed to two modes of text presentation: normal mode and erase mode. Normal mode allowed readers to look back to previous sentences, while erase mode presented one sentence at a time. In the normal mode, topic boundaries were visually signaled by new paragraphing so that topic shifts were explicitly marked. Adults read more rapidly than children and topic-shift sentences were given longer reading times than topic-progression sentences. Adult readers seemed to reread sentences or look back into the text more frequently than the fifth graders. A stronger topic-shift effect was noticed with the normal presentation mode than with the erase mode. Experiment 2 compared 33 university students with 35 scholastically successful and 32 scholastically unsuccessful fifth graders to determine if ability to monitor comprehension processes played a significant role in determining topic-shift and if poorer comprehenders would have smaller topic-shift effects. Adults read more rapidly and demonstrated a greater topic-shift effect on difficult expository texts but not on easy narratives. Presentation mode, normal and erase, did not significantly influence the processing of the topic shifts.

CARVER, RONALD P. (1992). Effect of prediction activities, prior knowledge, and text type upon amount comprehended: Using rauding theory to critique schema theory research. *Reading Research Quarterly*, *27*(2), 164–174.

Describes and critiques two previously published studies showing the importance of prediction activities, prior knowledge, and text type on the amount of comprehension during reading. The two studies are then evaluated from the different perspectives of schema theory and rauding theory. The review of the two studies concludes that prediction activities did not facilitate comprehension, that prior knowledge had a relatively small unique effect on the amount of comprehension, and that text type was not important. A case is made that the data underlying the general importance of the three schema theory variables are questionable under normal reading (rauding) circumstances. It is contended that the three variables appear to be relevant to studying difficult material but not to the reading process ordinarily engaged in by elementary and secondary students. Students very likely must be forced to shift out of the normal reading process into atypical reading processes involving learning and memorizing before the three schema theory variables become salient.

CARVER, RONALD P. (1993). Merging the simple view of reading with rauding theory. *Journal of Reading Behavior*, *25*, 439–455.

Merges the Simple View of reading with rauding theory by advancing and testing a revision, called Simple View II. The Simple View II focused on how individual differences in reading level (rauding accuracy level) were almost entirely a function of word recognition level (pronunciation level) and listening comprehension level (called auditory accuracy level). The theory was tested using data collected from 61 pupils in grades 3–5 who were part of a larger research project. Most of the subjects were average readers; however, the sample included very good and very poor readers. All were in regular classrooms. Data were collected using the Computer Assisted Reading Diagnosis, which provides indicators of rauding accuracy level, pronunciation level, and auditory accuracy level. Results of analyses indicated that the reliable variance in rauding accuracy level was accounted for by pronunciation level and auditory accuracy level. The reading level of children in GE units could be predicted

with accuracy by averaging their level of word recognition in GE units and their level of language comprehension in GE units.

FORTUNATO, IRENE; HECHT, DEBORAH; TITTLE, CAROL KEHR; & ALVAREZ, LAURA. (1991, December). Metacognition and problem solving. *Arithmetic Teacher, 39*, 38–40.

Investigates metacognition among seventh graders solving a word problem in mathematics. Subjects were 165 pupils in 23 classes. Subjects worked on a nonroutine word problem involving coins, then responded to 21 statements pertaining to what they did/thought before beginning to solve the problem (interpreting and planning), while solving the problem (monitoring), and after solving the problem (evaluation). For each metacognitive statement, subjects responded with Yes (they did do what the statement described), Maybe, or No. Although no tests of statistical significance are reported, the percentage of students responding Yes, Maybe, and No to each of the 21 statements is provided. The authors discuss ways to replicate this study in individual classrooms as well as instructional activities that might follow from the results.

HAAS, CHRISTINA. (1994). Learning to read biology: One student's rhetorical development in college. *Written Communication, 11*, 43–83.

Presents a case study of one student's changing beliefs about science texts throughout her college career. Two specific questions were addressed: (1) does the student believe that academic texts are autonomous, or does she recognize the rhetorical nature of scientific texts? and (2) Do these beliefs change as she moves through four years of college science instruction? The participant, a female, grew up in a middle class family, graduated 14th out of a high school class of 450, and majored in biology at a private research university. Data collected over the 4-year period included interview transcripts, reading/writing logs kept by the students, read-and-think-aloud protocols, observation of silent reading sessions, and the examination of texts read and written for classes. The data were analyzed using qualitative methods and triangulation. Results point to a progression from her freshman to her senior year from reading to "figure out what the book says" to reading to analyze what the text says and synthesize that information with information presented in other sources. The author argues that the most important change in her reading habits was in an increasing awareness of the rhetorical nature of the written discourse. By her senior year, the subject was viewing authors as active, motivated agents and was aware of the historical, situational, and intertextual contexts supporting both readers and writers. The author describes factors that may have influenced the subject's growth as a reader.

ANDERSON-INMAN, LYNNE; HORNEY, MARK A.; CHEN, DER-THANQ; & LEWIN, LARRY. Hypertext literacy: Observations from the ElectroText Project. *Language Arts, 71*, 279–287.

Describes patterns used by eighth grade middle school at-risk pupils as they read an electronically enhanced version of a short story created by using the ElectroText Authoring System 2.0, an authoring interface for HyperCard. ElectroText enhancements were designed to assist pupils' comprehension of the text and to promote active reading skills and appreciation for the author's craft. Data were collected from assessment measures embedded into the program, from real-time data on actions while reading the materials, and from interviews with the pupils. Six hypertext reading patterns were revealed: skimming, checking, reading, responding, studying, and reviewing. Pupils adopted different patterns at different times and points in the text and over the sessions. Teacher expectations and pupils' perceptions of the tasks also influenced patterns. Profiles emerged as to types of users: book lovers, studiers, and resource junkies. The researchers conclude that there is a type of hypertext literacy composed of three types of skills: traditional reading skills, computer skills, and hypertext reading skills.

DAVIS, SUSAN J., & WHAM, MARY ANN. (1994). The research process of eighth-grade students: Composing from self-selected sources. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 225–236). Pittsburg, KS: College Reading Association.

Explores the research process that eighth graders use as they select a topic, search for information, and begin to write. Subjects were drawn from the eighth grade class of a suburban middle school and placed in a comparison (n=66) or target group (n=68). All were assigned to write a report on marine animals in their science classrooms. Children in the target group were given a survey four times during the two weeks allotted for their research, while all others responded to the survey once. Survey data were analyzed to determine which thoughts, feelings, and actions were present at the different research stages (initiation, midpoint, conclusion, writing). This research model indicates that the process of research with the intent to write was dynamic and recursive across stipulated stages.

SAHU, SHANTILATA, & KAR, ABANTIKA. (1994, February). Reading comprehension and information processing strategies. *Journal of Research in Reading, 17*, 3–18.

Explores the relation between the reading comprehension and information processing strategies of 100 relatively fluent grade V readers whose mother tongue was Oriya, a language having an alphabetic-syllabic type of phonetic orthography. Children came from two schools in Cuttack, India. Subjects completed measures of reading comprehension, simultaneous and successive information processing, and nonverbal measures of intelligence, including cloze tasks, passage comprehension tasks, tests of similarities, figure-copying tests, serial recall tests, and the RPM. Good comprehenders had higher intelligence scores and were better on simultaneous and successive information processing tasks than were poor comprehenders. No groups showed proficiency in any one mode of processing information. The researchers conclude that reading comprehension in Oriya orthography does not demand special proficiency in any one mode of information processing.

HUBBARD, RUTH. (1993, November). Time will tell. *Language Arts, 70*, 574–582.

Uses writings and interviews collected from second graders over a 2-year period to demonstrate children's growing awareness of concepts of time and how they represent past, present, and future in their writing and art. The author spent 1 or 2 mornings a week for two years in one second grade teacher's classroom. There were 24 children the first year and 25 the second year. Examples of children's writings, drawings, and reactions to reading are presented as they focus on concepts of time. One of the first problems children grappled with was how to show the chronology of conversations, a task often done by using the comic book format of bubbles tied to the characters who are speaking. Comic books were an aid in helping some children understand time sequence. Children also spatialized the elements of time in their writings and drawings.

INHOFF, ALBRECHT WERNER; TOPOLSKI, RICHARD; VITU, FRANÇOISE; & O'REGAN, J. KEVIN. Attention demands during reading and the occurrence of brief (express) fixations. *Perceptions and Psychophysics, 54*, 814–823.

Reports on two experiments conducted to examine the prevalence of brief fixations in reading conditions that are assumed to minimize the engagement of attention. The purpose of Experiment 1 was to determine whether decreased attention demands, caused by reading the same passage of text several times, would result in an increase in the number of brief (express) fixations. The subjects were 10 undergraduate students who considered themselves good readers, read without corrective lenses, and were paid for participation. The materials consisted of five passages of text that covered a single theme and were obtained from national news

magazines. The lines of each text were displayed one at a time on a monitor with a calibration check between lines. Frequency distributions were determined for fixation durations and saccade size as a function of text repetition. Further, single-factor ANOVA was used to analyze the effects of repetition. Results showed a significant decrease in fixation durations as well as a significant increase in saccade size between the first reading and the fifth reading. However, repetition appeared to have little effect on the frequency of express fixations. Regression analyses were conducted to test the underlying assumption that repeated reading would substantially decrease attention demands. The results of these analyses indicate that repeated reading of text diminished the attention requirements for lexical analysis but not for perceptual analysis. The results of Experiment 2, designed to eliminate the attention requirements for perceptual analysis, also indicated no significant effect of repetition on the occurrence of express fixations.

IV–21 Comprehension research

SULZBY, ELIZABETH. (1993). Literacy's future for all our children: Where is research in reading comprehension leading us? In Anne P. Sweet & Judith I. Anderson (Eds.), *Reading research into the year 2000* (pp. 37–64). Hillsdale, NJ: Lawrence Erlbaum Associates.

Reviews research in comprehension done primarily in the 1980s and early 1990s and suggests comprehension research needed in a technological age. The first major section of the chapter deals with the promising research of the previous decade and a half and stresses the strides made towards viewing comprehension as a multifaceted process, both cognitive and affective, that can be treated as a transaction between the reader and the text. Separate subsections within that segment of the chapter deal with research in emergent literacy, related research in composition, instructional level and the zone of proximal development, children at risk, and teacher development. Needed research questions follow each subsection. The second major segment of the chapter addresses the questions and problems engendered by comprehension needs in a technological age.

ALLINGTON, RICHARD L., & WEBER, ROSE-MARIE (1993). Questioning questions in teaching and learning from texts. In Bruce K. Britton, Arthur Woodward, & Marilyn Binkley (Eds.), *Learning from textbooks: Theory and practice* (pp. 47–68). Hillsdale, NJ: Lawrence Erlbaum Associates.

Gives a brief overview of the history of the use and purpose of questions as a means of facilitating comprehension of text and then examines research on (1) whether or not questions facilitate comprehension, (2) whether answers to questions give evidence of comprehension, and (3) whether postreading questions may limit learning. The authors conclude that a reconsideration of the role that questions play as a measure of comprehension is called for.

KING, ALISON. (1994, Summer). Guiding knowledge construction in the classroom: Effects of teaching children how to question and how to explain. *American Educational Research Journal, 31*, 338–368.

Compares the effects of guided questioning-explaining strategies with an "explanation-only" control group on children's immediate comprehension and long-term retention of presented material. To test the hypothesis that children's thinking may be promoted if they are trained to generate thoughtful questions that induce constructive activity in others, pairs of 28 fourth graders and 30 fifth graders studied science material by asking and answering each others' self-generated questions following teacher presented lessons. In one condition, pupils' discussions were guided by questions designed to promote connections among ideas within a

lesson. In a second condition, discussion was guided by similar lesson-based questions as well as ones intended to access prior knowledge/experience and promote connections between the lesson and that knowledge. All children were trained to generate explanations. Analysis of post-lesson knowledge maps and verbal interaction during study showed that pupils trained to ask both kinds of questions engaged in more complex knowledge construction than the control group or those trained in lesson-based questions only. These findings, together with performance on comprehension tests for material studies, support the conclusion that, although both kinds of questions induce complex knowledge construction, questions designed to access prior knowledge/experience are more effective in enhancing learning.

LEAL, DOROTHY J. (1993, October). The power of literacy peer-group discussions: How children collaboratively negotiate meaning. *The Reading Teacher, 47*, 114–120.

Reports the benefits of peer-group discussions of literature for first, third, and fifth graders. Nine groups of six students each heard three types of text read to them: storybooks, information books, and informational storybooks. Children discussed their thoughts and ideas three times within each reading. Examples from transcriptions suggest the value of peer-group discussions as a catalyst for learning, as a platform for peer collaboration and peer tutoring, and as an opportunity for exploratory talk with a real audience. Benefits for teachers, such as providing insights into prior knowledge, and children's strengths and weaknesses are given. Of all the texts, the informational storybook seemed to provoke the most discussion and the most texts to prior and extratextual knowledge.

HELLER, MARY F., & MCLELLAN, HILARY. (1993, November). Dancing with the wind: Understanding narrative text structure through response to multicultural children's literature (With an assist from HyperCard). *Reading Psychology, 14*, 285–310.

Reports a study in which 28 fifth graders were directly taught narrative text structure by participating in weekly read-aloud sessions followed by open-ended discussions of fourteen pieces of multicultural children's literature and the writing of original narratives in response to the literature read. Children's subsequent stories and illustrations were electronically scanned into HyperCard stacks for reading and sharing by the class. Results suggest that understanding of story was enhanced by reader response to multicultural literature and that encouraging the oral and written responses to the literature helped students talk about and write their own texts. HyperCard stacks of the children's writing helped reinforce the children's concept of story.

JETTON, TAMARA L. (1994, April–June). Information-driven versus story-driven: What children remember when they are read informational stories. *Reading Psychology, 15*, 109–130.

Examines the responses of second-graders asked to listen to pseudonarration for different purposes. Eighty-one second grade pupils who heard a text were divided into two groups. One group was instructed to listen for information; the second group was directed to listen to the text as a story. Both wrote free responses to the book after listening. These responses were analyzed both quantitatively (analyzing idea units) and qualitatively. Delayed recalls were analyzed only quantitatively. The immediate responses and delayed recall results showed that regardless of purpose given, the children focused on the story idea units more than the informational idea units. On the delayed recalls, the group provided with an informational perspective remembered slightly fewer informational units than the group provided with a story orientation; both groups remembered few factual details. Children given a story perspective exhibited a greater connection with the story experience as opposed to pupils given the information purpose, who adhered more to an objective appraisal of the text.

WILLIAMSON, PETER A., & SILVERN, STEVEN B. (1991). Thematic-fantasy play and story comprehension. In James F. Christie (Ed.), *Play and early literacy development* (pp. 69–90). Albany, NY: State University of New York Press.

Reviews three studies by the authors that examine the effects of play training on aural story comprehension. The first study consists of two experiments researching the issues of adult intervention, comprehension of stories that are not acted out, children's ages, and familiar and unfamiliar stories within the thematic-fantasy play paradigm. Study 2 is essentially the same as Study 1. In Study 3, an exploratory investigation of the components of thematic-fantasy play episodes was done in an effort to determine the factors accounting for the facilitation of aural story comprehension. In Study 1, no differences were noted for play conditions (facilitative or directive) on story recall. Recall was higher in the facilitative condition when the story was familiar and in the directive condition when the story was unfamiliar. Findings of Study 2 suggested that average and above average comprehenders do not need play to facilitate understanding of age-appropriate stories; however, play aided the understanding of poor comprehenders. In Study 3, both metaplay and language production were found to be moderately but significantly related to total comprehension.

ALEXANDER, PATRICIA A.; KULIKOWICH, JONNA M.; & JETTON, TAMARA L. (1994, Summer). The role of subject-matter knowledge and interest in the processing of linear and nonlinear texts. *Review of Educational Research, 64*, 210–252.

Reviews 66 studies investigating subject matter knowledge in relation to the form of text used in instruction and in conjunction with learner interest. To understand better the way that knowledge in a field interplays with variables judged as critical to learning, text, and interest, studies were reviewed that met several a priori criteria. Specifically, the studies had to be empirical investigations that related to a particular academic domain and that involved connected discourse presented in either traditional written form or on computer. In addition, the studies had to incorporate some measure of both knowledge and interest. The resulting body of literature was first summarized and analyzed in terms of the domains chosen, the subjects selected, the nature of the texts used, the manner in which knowledge and interest were assessed, and the principal outcomes reported. Next, from this analysis, six premises were proposed as guides for future research and practice. Finally, concluding remarks were advanced that address the overall significance of text-processing research that interactively considers the domain of knowledge and the interest of the reader.

FLETCHER, JAMES. (1993, December). Eye-movement rhythmicity and reading comprehension. *Journal of Learning Disabilities, 26*, 683–688.

Reports the results of two studies examining the role of rhythm in silent reading. The first study was to investigate free-choice rhythmical wave patterns displayed during sentence parsing of disabled and non-disabled readers. Subjects were 17 RD students and 15 non-disabled students aged 14 to 15 years. Eye movements were monitored as subjects read 20 short sentences consisting of 5 syntactically ambiguous, 5 semantic-anomalous, and 10 non-flawed sentences. Analyses revealed significant differences between readers with comprehension disabilities and non-disabled readers, with the former displaying more variable, unpredictable, and lethargic rhythms. The second study examined the effects of three conditions of rhythmic priming (primed, counterprimed, and nonprimed) on the parsing and comprehension of non-disabled readers. Subjects were 35 undergraduates, aged 18 to 22 years, with no reported reading disabilities. Subjects in the primed condition read excerpts from familiar patriotic songs after listening to a 5-minute audiotape of each song. In the counterprimed condition, subjects read the same passages after listening to 5-minute audiotapes of seemingly arhythmical East Indian songs. Subjects in the nonprimed condition listened to 5-minute au-

dictapes of nonmusical, expository selections before reading the passages. Eye-movements were measured and comprehension was assessed using a 9-item, multiple-choice test. The results of pair-wise Kolmogorov-Smirov tests and univariate ANOVAs were commensurate with the authors' hypotheses and suggest that rhythmical wave patterns in eye movements can be primed and that such priming can result in significantly improved comprehension.

FUSARO, JOSEPH A. (1992, February). Meta-analysis of the effect of sentence-combining on reading comprehension when the criterion measure is the test of reading comprehension. *Perceptual and Motor Skills, 74*, 331–333.

Attempts to draw conclusions based on two studies which produced opposite results regarding the effects of sentence-combining on comprehension. The meta-analysis was done on the results of a 1980 study that found that fifth graders who were taught sentence-combining strategies significantly outperformed a control group on reading comprehension and on the results of a 1985 study that found no significant difference between the performance of sixth graders who were taught sentence-combining strategies and that of a control group. The Test of Reading Comprehension was used as the criterion measure. The meta-analysis was undertaken in order to determine whether the results of these two studies supported earlier research on sentence-combining in which the cloze procedure was used to assess comprehension, or whether the results supported research in which traditional standardized measures were used. Findings indicated that sentence-combining did not produce a significant effect on reading comprehension, thus supporting the bulk of studies in which standardized measures of comprehension were used.

ALEXANDER, PATRICIA A.; KULIKOWICH, JONNA M.; & SCHULZE, SHARON K. (1994, Summer). How subject-matter knowledge affects recall and interest. *American Educational Research Journal, 31*, 313–337.

Examines the influence of subject-matter knowledge on students' recall of and interest in scientific exposition. Two forms of subject-matter knowledge were assessed: topic knowledge (specific subject-matter knowledge referenced in text) and domain knowledge (knowledge pertinent to a particular field of study). Two hundred and nine college students read two popular-press passages from the domain of physics. Tests of topic knowledge and domain knowledge were administered to students prior to reading the passages. During reading, students rated how interesting they thought each passage and each of its paragraphs was. After reading, students completed a recall measure. Regression analyses indicated that subject-matter knowledge, particularly domain knowledge, predicted both recall and interest. The researcher indicates that their findings tend to support a three-stage model of domain learning that proposes an interactive picture of student knowledge, recall, and interest.

HAENGGI, DIETER, & PERFETTI, CHARLES A. (1994, Jan.–Feb.) Processing components of college-level reading comprehension. *Discourse Processes, 17*, 83–104.

Investigates the effects of prior knowledge in college readers' comprehension of expository texts. Subjects were 34 undergraduates identified as above-average or average readers on the basis of their performances on the NDRT. Subjects' performances on five processing tasks were assessed. These included: word and pseudoword vocalization, sentence verification, probe discourse memory, text-based word recognition, and word predictions. In addition, subjects were examined on their prior knowledge and tested on their implicit and explicit understandings of expository materials they were asked to read. Results of repeated measures ANOVA on each of the five tasks indicated that word identification and propositional encoding measures were highly related to reading comprehension ability. Prior knowledge played a significant role in subjects' explicit reading comprehension performance, while probe

discourse memory was more highly related to subjects' implicit reading comprehension performance.

ZABRUCKY, KAREN, & COMMANDER, NANNETTE EVANS. (1993, October). Rereading to understand: The role of text coherence and reader proficiency. *Contemporary Educational Psychology, 18*, 442-454.

Investigates adults' usage of a rereading strategy to regulate comprehension failures. Participants were 44 undergraduate college students: 20 good comprehenders and 24 poor comprehenders according to their performance on the comprehension subtest of the NDRT. An error detection paradigm was used as subjects read four passages presented sentence by sentence on a computer monitor, with subjects being able to move forward or backward in the text as needed. The subjects' reading and rereading times for each passage were recorded, and their text memory was assessed. ANOVA results showed that all subjects detected text problems and spent more time rereading sentences containing factual and referential coherence problems. Poor comprehenders reread more often than good comprehenders. However, good comprehenders were better able to selectively direct their rereading to text coherence problems. Good comprehenders also displayed better text memory than poor comprehenders.

KEMPER, SUSAN; JACKSON, JAMES D.; CHEUNG, HINTAT; & ANAGNOPOULOS, CHERYL A. (1993, Oct.–Dec.). Enhancing older adults' reading comprehension. *Discourse Processes, 16*, 405–428.

Combines a psycholinguistic analysis of sentence complexity with a regression analysis of adults' reading to investigate their reading comprehension problems. The subjects were 60 adults, ages between 62 and 90, recruited through advertisements and personal contacts and 30 college students. The subjects were tested individually as they read aloud a series of texts, answered multiple-choice questions, and rated the materials read on 3 preference scales. Reading rates were determined for the oral reading. Each of the 18 texts used was subjected to 9 different analyses selected to measure sentence length, amount of embedding, syntactic complexity, and content. Older adults read more slowly and answered fewer questions correctly than college students, but the average preference ratings were similar for the two groups. Older adults' reading problems appeared to be due to the use of propositionally dense sentences and complex syntactic structures. College students' reading comprehension and rates were not affected by text difficulty. Reading preferences were not related to reading comprehension or rate for either group.

SHIMRON, JOSEPH, & SIVAN, TAMAR. (1994, March). Reading proficiency and orthography: Evidence from Hebrew and English. *Language Learning, 44*, 5–27.

Presents results from two experiments conducted on adult skilled bilinguals reading texts in English and voweled and unvoweled Hebrew to test whether the orthography of the readers' first or second language affects their reading time and their comprehension of text. In Experiment 1, 24 native Hebrew speakers read two passages from the same texts in English. Both groups completed multiple-choice comprehension tests. English texts were read faster than were Hebrew texts, even though English texts were considerably longer. Native English speakers read English texts significantly faster than native Hebrew speakers read Hebrew texts. Comprehension of Hebrew voweled text was better than was comprehension of unvoweled text. In Experiment 2, 24 native Hebrew speakers read two passages in Hebrew and two in English. Reading time in English was significantly shorter than in unvoweled Hebrew, but not shorter than in voweled Hebrew. Comprehension of English was significantly better than comprehension of unvoweled Hebrew but not significantly different than voweled Hebrew. Several interpretations for the slower reading of Hebrew texts are offered.

IV–22 Research design

BECK, ISABEL L. (1993). On reading: A survey of recent research and proposals for the future. In Anne P. Sweet, & Judith I. Anderson (Eds.), *Reading research into the year 2000* (pp. 65–87). Hillsdale, NJ: Lawrence Erlbaum Associates.

Focuses on recent developments in research on the nature of texts, on the processes engaged in by the reader in comprehending text, and on concerns related to beginning reading and instruction. Recommendations for needed next steps in research in these areas are offered.

MOSENTHAL, PETER B. (1993). Understanding agenda setting in reading research. In Anne P. Sweet, & Judith I. Anderson (Eds.), *Reading research into the year 2000* (pp. 115–128). Hillsdale, NJ: Lawrence Erlbaum Associates.

Describes various approaches to how agendas in reading research are set and identifies various perspectives that frame goal and problem identification in the setting of such agendas. Begins with what the author terms the dominant center-to-periphery approach. It is argued that reading researchers tend to ignore the ends of agenda setting and focus primarily on the means. Researchers, it is contended, have an administrative-efficiency perspective in setting research goals, a perspective that stands in contrast to client-satisfaction and emancipationist perspectives. Each perspective suggests different ends of what should be incorporated into a reading research agenda and also suggests different answers as to who has the legitimacy to set the agenda and who benefits from these agendas. Only when a research agenda incorporates all three perspectives can real progress be made.

V. The teaching of reading

V–1 Comparative studies

FEITELSON, DINA. (1988). *Facts and fads in beginning reading: A cross-language perspective*. Norwood, NJ: Ablex.

Reviews the research concerned with a number of different approaches to beginning reading as used in various countries, including Great Britain, Germany, Israel, and the United States. An early chapter compares the history of reading methods in German speaking countries with those in the United States. Other chapters deal with the role of writing in beginning reading, whether decoding oriented and meaning focused instruction are incompatible, and the onset of formal reading instruction.

BRUNELL, VIKING, & LINNAKYLA, PIRJO. (1994, February). Swedish speakers' literacy in the Finnish society. *Journal of Reading*, *37*, 368–375.

Compares reading literacy levels of 9- and 14-year-old Finnish students with those in 32 other countries in a cross-national study of literacy. They were tested in narrative prose, expository prose, and documents. The study was carried out in Finnish in the Finnish-speaking schools in Finland. The Finnish-speaking students showed the highest reading literacy levels at both age groups in almost all types. Students in Sweden placed third. The Swedish-speaking students in Finland scored almost as high as their Finnish-speaking peers. Both groups had similar profiles on books available at home. Voluntary reading activities were similar.

McKenna, Michael C.; Stahl, Steven A.; & Reinking, David. (1994). A critical commentary on research, politics, and whole language. *Journal of Reading Behavior, 26*, 211–233.

Presents an analysis of the debate in the literature between whole language and traditional approaches to instruction. The authors begin by investigating two opposing assumptions regarding ways in which whole language can be deemed worthwhile, one of which rests on comparisons between children's performance with it and their performance with traditional methods of instruction, and the second of which rests on its potential restructuring of traditional education, which would make a comparison with traditional approaches meaningless and unnecessary. The authors present different views of research held by various members of the field and discuss the relation between propaganda and research and politics and research embedded in the debate. Concern is expressed regarding the effectiveness of whole language with low SES pupils and regarding the use and misuse of research to support varying dispositions regarding whole language and traditional instruction. A section of the article is devoted to a brief review of research on the effectiveness of whole language with a focus on the way in which comparative studies and case studies have been used and misused to support varying dispositions. The authors discuss their views on what is missing in the discourse on whole language and review research on the effectiveness of eclectic approaches to literacy instruction. The article concludes with a discussion focused on the importance of maintaining an open dialogue regarding literacy instruction and the challenges involved in doing so.

V-2 Status of reading instruction

Jackson, Philip W.; Boostrom, Robert E.; & Hansen, David T. (1993). *The moral life of schools*. San Francisco, CA: Jossey-Bass.

Proposes a generalized way of looking at and thinking about what goes on in classrooms, highlighting the moral significance of what is taking place. The book is an outgrowth of a two-and-a-half-year investigation of the moral considerations permeating the daily life of schools and classrooms. Extensive observations were done in 18 classrooms located in two public, two independent, and two parochial schools, one elementary and one high school of each type. The classrooms at the elementary level included at least one from each grade level, while at the high school level, classrooms included a variety of content areas as well as physical education, religion, and special education. Each classroom was visited numerous times over the course of the study, with a typical visit lasting most of the morning or afternoon. In addition, the researchers engaged in periodic formal and informal discussions and conversations with the teachers of the classrooms; attended special events such as assemblies, field trips, pep rallies, parent meetings, and athletic contests on occasion; and spent time wandering the halls and grounds of each school. Biweekly group dinner and seminar meetings were held throughout the time period of the study. Excerpts from observations, including several from reading, language arts, and literature lessons, are presented. The authors raise questions and discuss various potential moral outgrowths of the observations. Because of the exploratory nature of the study, the authors do not begin with formal hypotheses or end with findings in the usual sense.

Reading Today. (December 1993/January 1994). Analyzing the NAEP data: Some key points. *Reading Today, 11*(3), 1, 12.

Offers a summary of the 1992 Reading Assessment data collected by the National Assessment of Educational Progress (NAEP). Data were collected on 4th, 8th, and 12th graders in the United States. Findings showed that 59% of grade 4, 69% of grade 8, and

75% of grade 12 students reached the basic level on the NAEP scale, with only 2 to 4% reaching the advanced level on the scale. State-by-state comparisons were reported also. About half of 4th grade teachers reported using a combination of both basals and trade books in their reading instructional program; 36% reported using basals solely; and 15% did not use basal materials at all. About a third of grade 4 teachers reported using workbooks and worksheets on a daily basis, while about half of the children themselves said that they used such materials on a daily basis. Students who read frequently for fun outside of school had higher average NAEP scores than did those who reported reading less frequently. The percentage of students reporting that they do out of school leisure reading on a daily basis dropped from 44% at 4th grade to 22% at 8th and 23% at 12th. The percentages who report never or hardly ever reading for fun on their own time ranged from 13% at grade 4 to 25% at grade 8 and 24% at grade 12.

Reading Today. (1993, October/November). NAEP data offer good news, bad news. *Reading Today*, *11*(2), 1, 11.

Gives a summary of results of NAEP'S 1992 reading assessment. The assessment was administered nationally to representative samples in 41 states and the District of Columbia and Guam; almost 140,000 students participated. Findings indicated that 59% of grade 4 pupils and well over half of students at grades 8 and 12 achieved at least the basic level on the NAEP instrument. Students attending private schools had higher average reading scores than students attending public schools. Teachers reported that 31% of 4th graders received about 30 to 45 minutes of reading instruction per day; 51% received about 60 minutes of instruction daily; and 18% received 90 minutes or more of reading instruction daily. Three or more hours of television viewing per day was reported by 44% of 4th graders, 65% of 8th graders, and 47% of 12th graders. Those reporting heavy television viewing had lower average NAEP scores than did students reporting less viewing.

Hoffman, Amy R., & Daniels, Susan J. (1993). Predicting the future of the whole language literacy movement: Past lessons and present concerns. *Reading Horizons*, *34*, 170–183.

Reports the results of a survey sent to 1,250 curriculum directors to be administered to primary teachers, intermediate teachers, elementary principals, curriculum directors, and parents to determine perceptions on the difficulties in implementing whole language practices and how these difficulties could be addressed. Of the 1,250 questionnaires sent, 365 were returned for an overall percentage return rate of 29%. Percentages varied within the groups surveyed, with smallest participation from parents. Difficulties most frequently identified were concern over not teaching reading-related skills, assessment, and clarification over what was meant by the term whole language. More than half felt the difficulties could be addressed through staff development. Other solutions were money and materials, parent education, and combining whole language and skills-based philosophies.

Padak, Nancy D. (1994). Curriculum, instruction, and evaluation in Ohio's family literacy programs. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 269–276). Pittsburg, KS: College Reading Association.

Reports on a statewide survey of adult-education–sponsored family literacy programs. The questionnaire included 23 open-ended items designed to look into four areas of family literacy programming: governance and finance, teachers and learners, instruction and evaluation, and needs. Surveys were mailed to adult basic and literacy education directors in the

state, with a 40% return rate (n=52). Responses were analyzed using constant comparative method. Results centered on curricular goals, instructional strategies, and evaluation methods.

NELSON, DAVID E.; MORGAN, BONNIE K.; LAWRENCE, BARBARA J.; & LIVINGSTON, NANCY B. (1993, Fall). Assessing reading performance in the State of Utah—a fifteen-year perspective. *Contemporary Issues in Reading, 9*, 3–8.

Reviews 15 years of assessment in the state of Utah, reporting data from the Utah Statewide Educational Assessment Program, the Statewide Testing Program, the Core Assessment, the American College Testing Program (ACT), and the National Assessment of Educational Progress (NAEP). Overall, secondary students performed better than elementary students, although elementary scores were strong. Vocabulary scores were lower at all levels than were comprehension scores. College-bound students outscored their peers nationally, as evidenced by ACT performance. Scores on the NAEP at grade four exceeded those of most other states and territories.

V-3 Emergent literacy

MORROW, LESLEY MANDEL, & RAND, MURIEL. (1991). Preparing the classroom environment to promote literacy during play. In James F. Christie (Ed.), *Play and early literacy development* (pp. 141–165). Albany, NY: State University of New York Press.

Reviews research literature dealing with the influence of physical classroom design and the role of free play activities in promoting early literacy development. The reviewers note that the research indicates the importance of the physical setting of the classroom. By providing well-designed environments, literacy behaviors and possibly cognitive development, too, can be enhanced. Most successful in encouraging literacy activity were settings in which teacher guidance was a strong component.

MCGILL-FRANZEN, ANNE, AND LANFORD, CYNTHIA. (1994, April). Exposing the edge of the preschool curriculum: Teachers' talk about text and children's literary understandings. *Language Arts, 71*, 264–273.

Explores oral and written language protocols of low-income or language minority children enrolled in public and private preschools and suggests that classroom life influences the development of children's literacy and literary understandings. Through three case studies, the authors illustrate relations between children's home and preschool experiences. The case studies highlight the literary understandings of three children characterized as very capable whose parents were highly supportive of their education (although home resources varied). To obtain study data, researchers observed the children in their preschool environments and interviewed the children, their parents, and other preschoolers about various literacy events and resources. The number of literacy materials and opportunities for participation in literacy events varied widely across the preschool settings. It was concluded that preschools function as communities of learners where teachers socialize children to behave in certain ways, to have particular expectations of each other, and to prefer certain experiences and knowledge. Further, enrollment in a preschool has important consequences for a child's literacy development, especially for a child less privileged by home support.

ANDERSON-YOCKEL, JULIE, & HAYNES, WILLIAM O. (1994, June). Joint book-reading strategies in working-class African American and white mother-toddler dyads. *Journal of Speech and Hearing Research, 37*, 583–593.

Presents parent-child interaction data, including the use of interrogatives and teaching strategies during joint book-reading routines between mothers and toddlers. Twenty working class mother-toddler dyads were video recorded during three joint book reading activities. Ten of the dyads were white and 10 were African American, balanced for parent educational level, family income, and parental occupation. The children ranged in ages from 18 to 30 months. The parents read an experimental book to their children two times and a favorite book they brought from home one time. Videotapes of the joint book readings were analyzed to determine cultural differences and the effects of book familiarity on the occurrence of maternal and child-communication behaviors. The results showed many similarities between the cultural groups in joint book-reading behaviors. However, statistical analyses revealed a significant difference between the groups in the use of questions. African American mothers used significantly fewer questioning behaviors compared with the white mothers. White children produced more question-related communications, and African American children produced more spontaneous verbalizations. Several effects of familiarity were also found. The findings are compared to anthropological reports on caretaker-child interaction in African American families.

DAVIDSON, MARCIA, & JENKINS, JOSEPH R. (1994, Jan./Feb.) Effects of phonemic processes on word reading and spelling. *Journal of Educational Research, 87*, 148–157.

Compares the relative effects of instruction in segmentation, blending, or their combination on beginning word reading and spelling. Subjects were 40 racially mixed kindergartners from three metropolitan area schools and one small city school. Subjects were randomly assigned to 1 of 3 treatment groups or a control group. Treatments consisted of instruction in blending spoken phonemes into words, segmenting spoken words into phonemes, or a combination of both blending and segmenting processes. Children in the control group were read stories during the time that other groups received treatment. All subjects later received instruction in letter sound associations and were posttested for knowledge of phonemic generalizations and ability to transfer phonemic processes to word reading and spelling. ANOVA results indicated children tended to learn only those generalizations they had been specifically taught. Children who had received instruction in segmenting-only or segmenting-plus-blending significantly outperformed other groups on transfer tasks requiring word recognition and spelling.

BERGHOFF, BETH. (1993). Moving toward aesthetic literacy in the first grade. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 217–226). Chicago, IL: National Reading Conference.

Looks at how children use multiple sign systems in the process of learning to read and write. The research spanned a school year in an intact urban first grade classroom comprised of 10 girls and 8 boys. Literacy instruction assumed a whole language orientation and featured focused studies or inquiry units lasting 6 to 10 weeks. Multiple sign system opportunities (art, music, drama, math, and others) were provided through invitation centers around the room and through multiage whole group experiences (first and second grades). Videotapes of learner engagements, recorded interviews with children, audiotapes of class and small group discussions, photos of children, written responses, learning log entries, field notes, parent responses and portfolios served as sources of data. The constant comparative method was used to complete two distinct cycles of analysis. Children were observed to use multiple sign systems to "read" the meanings and perspectives of others, to author, to transmediate, to

make sense of part/whole relations, and to create a place. Each category is described in detail, and the two analysis cycles are juxtaposed for discussion.

KUBY, PATRICIA; ALDRIDGE, JERRY; & SNYDER, SCOTT. (1994, January–March). Developmental progression of environmental print recognition in kindergarten children. *Reading Psychology, 15*, 1–9.

Conducts a study to explore the developmental progression of kindergarten children from reading environmental print in logo form in context to reading environmental print in standard manuscript and typed script. The sample include 86 kindergartners from five classrooms. Subjects had been exposed to environmental print instruction in the classroom. To select logos for this study, teachers identified the 20 most popular logos brought in by the children. Each logo was translated to six formats to evaluate the pupils' abilities to recognize environmental print in different formats. Participants were administered all six formats of all 20 logos randomly arranged across five sittings. MANOVA procedures were applied to analyze the data. The results indicated significant main and interaction effects involving the between-subjects teacher factor. These effects were attributed to the performance of one group of children who performed significantly better on three formats. It was reported that their teachers had used the logos in context and in manuscript in her classroom instruction.

V–4 Teaching reading—primary grades

REUTZEL, D. RAY; HOLLINGSWORTH, PAUL M.; & ELDREDGE, J. LLOYD. (1994, January/February/March). Oral reading instruction: The impact on student reading development. *Reading Research Quarterly, 29*, 41–62.

Explores the effects of two oral reading instructional routines on the reading development of second grade pupils. Subjects were 70 second grade pupils from two elementary schools. Teachers and treatments were assigned randomly. The oral reading instructional routines were the Oral Recitation Lesson (ORL) and the Shared Book Experience (SBE). These procedures were administered by the teachers during their regularly scheduled reading periods for four months. Teachers were monitored during the study and were provided substantial support and direction from the research team. Measures of reading included word analysis skills, oral reading errors, self-correction rates, oral retellings, answers to comprehension questions, vocabulary gains, and fluency. The ITBS was administered as a pre- and posttest measure. Analyses involved both MANOVA and ANOVA procedures. Results indicated that the SBE was superior or equal to the ORL in all cases. The SBE group showed an advantage in word analysis and answering text/script-explicit questions.

BUNT, NORENE A. (1993-1994). An experimental comparison of whole language and traditional methods of spelling instruction in first grade classrooms. *Journal of Clinical Reading, 4*, 18–27.

Compares the achievement of first graders using a traditional test-study-test approach to spelling instruction with those using a purposeful writing approach to spelling instruction. Both the experimental group (n=20) and the control group (n=21) were administered two pretests prior to the onset of formal instruction and two posttests after 14 weeks of instruction. Pupils in the control group followed traditional practices with a spelling list, oral and written practice, and test; the experimental group was given comparable time for free choice writing projects. Both groups were initially posttested with the same 40 words found on the pretests. An attitude instrument was administered to determine the learners' attitudes toward spelling and writing in relation to both approaches, and both group were given the ITBS. Results of

independent t-tests showed no significant differences on posttest scores following 14 weeks of instruction; in addition, there were no differences in performance between the two groups on the ITBS or the attitude survey. When gain scores were used as dependent measures (pretest scores subtracted from posttest scores), significant differences were obtained favoring the purposeful writing group on one near-measure posttest and on another administered after 18 weeks of instruction.

BACHARACH, NANCY. (1993/1994, Winter). Teachers' use of basal reading manuals with average and above-average readers. *Journal of Reading Education, 19*, 3–13.

Determines which basal manual suggestions teachers choose to implement and whether there is a difference in use between average and above-average students. Subjects were five second-grade and four third-grade teachers with average and above-average reading groups in one school district in the south central United States. Teachers were videotaped teaching for one complete basal story cycle. The videotapes were coded by two independent coders, and observed behavior was compared to basal manual recommendations. Additionally, number of words read by students, number of skills taught, and the number of minutes spent with each group were noted. The teachers were found to be selective in their use of basal recommendations, although their choices did not always reflect principles of sound reading instruction. Teachers were also found to be consistent, varying their techniques very little between the average and the above-average groups. Specific areas of instruction discussed include vocabulary, comprehension, building background knowledge, skills, enrichment activities, and the use of workbook pages.

NIELSEN CORCORAN, DIANE. (1993). The effects of four models of group interaction with storybooks on the literacy growth of low-achieving kindergarten children. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 279–287). Chicago, IL: National Reading Conference.

Tests for interaction effects between kindergarten achievement level (high, average, low) and four storybook instructional conditions on measures of story comprehension, story structure knowledge, and the Concepts of Print Test. The sample consisted of 36 girls and 51 boys from four kindergarten sections in one urban school. Pupils were assigned randomly to one of four storybook conditions: no discussion, discussion (DRA format), story-structure focus (reenactment and retelling), and focus on the concepts of print/repeated experiences. The children met in their respective groups for three 20-minute sessions per week for 6 weeks. Eighteen books were read aloud to the four groups on the same days followed by the storybook instructional condition. Composite scores using the pretest data established levels of achievement. The low-achieving pupils in the story structure group did significantly better than low-achieving children in the other three conditions and average children in the no discussion group. No significant interactions between instructional conditions for average and above average children suggested that these children may not benefit from a particular pattern of group storybook interaction. The two factors that account for the differences found in this study for low-achieving pupils were active engagement and repeated experiences.

BAUMANN, JAMES F., & BERGERON, BETTE S. (1993). Story map instruction using children's literature: Effects on first graders' comprehension of central narrative elements. *Journal of Reading Behavior, 25*, 407–437.

Investigates the effectiveness of instruction in story mapping as a means to promote first grade pupils' comprehension of central story elements in children's literature. Subjects were 74 children in four first-grade classrooms, who were randomly assigned to one of four

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groups. These included (1) a Story Mapping 1 (SM1) group, in which pupils were taught to construct story maps for stories they had read; (2) a Story Mapping 2 (SM2) group, which involved the same instruction as SM1 but included using story maps to compose stories; (3) a Directed Reading-Thinking Activity (DRTA) comparison strategy group, in which pupils read the same stories according to a predict-verify procedure; and (4) a directed reading activity (DRA) control group, in which pupils engaged in a noninteractive, guided reading of stories. Quantitative analyses were conducted on five whole-sample dependent measures: an important idea test on a parsed story, a wh-question test of central story elements, a summary selection task, an important story element recognition test, and a delayed wh-question test. Multivariate (MANCOVA) and univariate (planned contrasts, ANCOVA) analyses were conducted to examine differences between means. Results revealed that (1) some form of active comprehension instruction (SM1, SM2, or DRTA) was superior to the control group DRA on most measures, (2) story mapping (SM1 and SM2) pupils consistently outperformed DRA controls, (3) story mapping was superior to DRTA on some measures but not on others, and (4) SM1 and SM2 groups did not differ on any measure. Qualitative data from pupil interviews generally supported these findings.

MATTHEWS, MONA W., & PAILLE, EMILIE W. (1993). Impact of purpose-setting questions on children's book discussion. In Timothy V. Rasinski & Nancy D. Padak (Eds.), *Inquiries in literacy learning and instruction*. (pp. 89–95). Pittsburg, KS: College Reading Association.

Examines children's discussions following a book introduced with and without a traditional purpose-setting question. Student teachers in 47 classrooms (kindergarten through fourth grade) read and discussed a book with their pupils. Prior to reading aloud, the student teachers generated and selected five questions to be used in leading the discussion and selected one purpose-setting question: How do you feel as you listen to this book? One group of student teachers asked the purpose-setting question before reading, while the second group did not. Both the reading aloud and the discussion were videotaped and transcribed by the student teachers. For the purpose of data analysis, the researchers determined acceptable answers to the five questions used to guide the discussion. Transcripts were read and reread to judge children's conversations as producing acceptable or unacceptable answers. At all grade levels, most classes were able to offer acceptable answers. Overall percentages of correct answers showed no difference between the focused and unfocused groups. It was concluded that the absence of a purpose-setting question did not limit children's responses to discussion questions directly related to it.

STRAW, STANLEY B.; CRAVEN, LINDA; SADOWY, PAT; & BAARDMAN, S.P. (1993). Poetry in the primary classroom: Collaboration and response. *Reading Horizons, 34*, 104–121.

Compares traditional instruction in poetry with collaborative learning in poetry with grade three pupils. The subjects were 21 eight- and nine-year-old pupils in one third grade classroom in a predominantly white middle class area of Winnipeg. The study was conducted in the school library under the direction of the teacher-librarian. All subjects participated in two teacher-directed experiences and two collaborative experiences. Four poems were chosen by the researcher and assigned randomly to condition (one poem for each experience). Each condition involved the pupils in 25 to 30 minutes engaged in the assigned activities focusing on the poems and 15 minutes writing a response to the poem. This resulted in four written responses by each subject. Each response was scored by two raters using a researcher-designed scale consisting of the following criteria: 3 = interpretive, 2 = inferential, 1 = retelling; 0 = no response or nonsense. Scores for the two trails under each condition

were summed in order to arrive at a total score for each pupil. Data were analyzed using a Wilcoxon matched-pairs signed-ranks test. Results confirmed that the collaborative learning strategy led pupils to more mature responses to poetry than the teacher-directed strategies.

LONGINO, LINDA. (1994, Spring). Get the facts with K-W-L. *Kansas Journal of Reading, 10*, 12–16.

Investigates whether the procedures described for a particular comprehension methodology are effective with young children. The curriculum strategy K-W-L is designed to help pupils access their prior knowledge and apply it to learning from expository texts. The initials represent the teacher's collection of what students Know, Want to know, and have Learned as a result of reading. Two groups of first graders were compared on their knowledge of information in texts when one group used K-W-L and the other was taught by hearing the books read aloud. Children studied four topics, two judged familiar and two judged unfamiliar. Results of ANCOVA, with pretest scores for topic knowledge covaried, indicated that there was a significant difference in favor of the experimental group on one topic: "the polar region." However, for none of the other three topics (birds, dinosaurs, and plants) did significant differences occur. The researcher concludes that K-W-L may be less effective with more familiar material.

MCELMEEL, SHARRON L. (1993, December). Field-based researching: A beginning. *Iowa Reading Journal, 6*, 3–7.

Applies site-based research procedures to assess the effects of the school library providing graded texts (literature selections of appropriate readability) for primary pupils. The study involved all first- and second-grade pupils in one school and was conducted for three months. One classroom at each level served as the experimental group, and two classrooms at each grade comprised the control group. All subjects were pre- and posttested using a basal reading series test. Items included short answer questions to assess both reading ability and attitude. All pupils were encouraged to check out general collection books daily from the library. In addition, experimental group pupils were allowed to choose from the graded set identified appropriate for their grade placement. No changes were made in classroom reading instruction; however, experimental subjects were given time to read the graded books daily. Mean scores for reading ability and attitude questions were computed and reviewed separately for the two grade levels. The second grade experimental group demonstrated a lower posttest mean reading ability score; the second grade control group obtained a higher mean score on the posttest of reading ability. Among first grade subjects, both the experimental and control groups increased their posttest mean scores on reading items in equivalent amounts. Comparisons of the pre- and post-study attitude scores revealed that second grade readers' perceptions did not change over time; however, first grade readers demonstrated enhanced attitudes and perceived themselves as better readers on the posttest attitude questions.

LEWIS, MAUREEN; WRAY, DAVID; & ROSPIGLIOSI, PATRICIA. (1994, April). "...And I want it in your own words." *The Reading Teacher, 47*, 528–536.

Reports the effectiveness of scaffolding strategies used by teachers in the Exeter Extending Literacy Project (EXEL) in Britain. Teachers modeled specific strategies to support pupil interactions with texts. Among the strategies illustrated are paragraph frames, pictorial forms, and text remodeling in which prose forms are replaced with grids, charts, tree diagrams, Venn diagrams, or maps. Research supporting each stategy is cited.

BALDWIN, ALEXINIA YOUNG. (1994, Spring). The seven plus story: Developing hidden talent among students in socioeconomically disadvantaged environments. *Gifted Child Quarterly, 38*, 80–84.

Describes components and operation of a program designed to nurture giftedness in students from socioeconomically disadvantaged settings. The program was initiated in Brooklyn, NY, with approximately 390 children from kindergarten to grade 3. Data for the study included program documents, observations, and responses to interview questionnaires from children, teachers, administrators, and parents involved in the project. Findings suggest that outcomes of the program to the present are extremely positive.

LAMB, DEANNA M., & LEIDHOLDT, LORRAINE M. (1993). Differences in schema gap: A case study. *Reading Horizons, 34*, 95–103.

Presents a description of improving one second grade reader's fluency and meaningful reading by providing opportunities to read predictable stories with tapes. It was suggested that this experience extended the reader's over-reliance on graphophonic knowledge to applying the syntactic and semantic systems of spoken language that were considered part of his pre-reading schema. The authors suggest that first grade reading instruction that does not correspond to a reader's schema of story and meaning may result in confusions and reading problems.

MCINTYRE, ELLEN. (1993). Decoding skills and successful beginning reading in different instructional settings. *Reading Horizons, 34*, 122–136.

Explores the development of graphophonic understandings in three first grade readers instructed by three alternative programs. The three subjects were first grade pupils who were considered successful in first grade reading. The three programs were traditional instruction using a basal and direct instruction in phonics, whole language instruction using literature and writing experiences with incidental teacher attention to phonics instruction, and one-to-one instruction in a university literacy center using reading and writing procedures suggested by the Reading Recovery program. Data collection was conducted longitudinally and involved observations, tape recordings, interviews of teachers, children, and parents, home visits, and informal testing (including Clay's Concepts about Print test). It was concluded that all three children learned to read, and all three learned the graphophonic system as shown by their invented spellings. They were described as developing in similar ways, yet at different rates. It was suggested that they generally moved from unconventional, functional uses of print to a specific focus on graphophonics and finally to an orchestration of both meaning and other cueing systems.

SHOCKLEY, BETTY. (1994, March). Extending the literate community: Home-to-school and school-to-home. *The Reading Teacher, 47*, 500–502.

Reports the use of home-school dialogue journals with the parents of the author's first grade pupils. The goal of the home response journals was to connect families with books, with each other, and with literacy experiences and to allow parents to share their insights and feelings. The children and families represented a culturally diverse and lower SES community. The journals were different in response pattern, form, and content, and participation included 100% of the families. Families wrote about what they read together, some focusing on books, others on the children. Parents presented their beliefs, strategies, and insights. In responding to individual issues, the teacher was able to share her beliefs about literacy learning and ways to support that learning. The perceived success of this project prompted the school to keep this class together in second grade. The author planned to replicate the home-school journal process with her next group of first grade pupils.

V–5 Teaching reading—grades 4 to 8

BLOCK, CATHY COLLINS. (1993, November). Strategy instruction in a literature-based reading program. *The Elementary School Journal, 94,* 139–151.

Describes the effects of an instructional program designed to increase cognitive strategy use, reading achievement, self-esteem, and critical thinking abilities through a child-centered, literature-based curriculum. The program centered around a two-part lesson. In Part 1, teachers explained and modeled a thinking and reading comprehension strategy. In Part 2, pupils selected children's literature and applied the strategy as they read. To determine program effects, the researcher randomly assigned children in grades 2 to 6 from each of three schools to either experimental or control conditions. In the experimental classrooms, research assistants taught 16 strategy lessons two days per week for 32 weeks. During the same period, research assistants helped the control teachers offer lessons without strategy instruction. The 178 experimental pupils significantly outperformed 174 controls on standardized tests of reading comprehension (ITBS) and showed ability to transfer cognitive strategies to situations outside of school. In addition, independent ratings of classroom videotapes indicated that the experimental group was better able to generate ideas and significantly increased reflectivity. In a prompted essay, experimental children were able to pose more types of strategies to solve the posed problem than were controls.

BAUMANN, JAMES F.; JONES, LEAH, A.; & SEIFERT-KESSELL, NANCY. (1993, November). Using think alouds to enhance children's comprehension monitoring abilities. *The Reading Teacher, 47,* 184–193.

Describes a think-aloud instructional program developed to help children acquire the ability to monitor their reading comprehension and to employ various strategies to deal with comprehension breakdowns. In addition to providing information about the think-aloud procedure, the authors describe the instructional program and present a sample lesson. The think-aloud comprehension monitoring and fix-up strategies were introduced, taught, practiced, applied, and reviewed across 10 lessons. A fictional figure was introduced in the lessons to interview authors. Instruction involved teaching pupils such strategies as asking questions, drawing on prior knowledge, assessing their own comprehension by asking, "Is this making sense?", predicting and verifying, inferring unstated ideas, retelling, rereading, and reading on to clarify meaning. Thinking-aloud was used to model how to use strategies. In addition, children were instructed in what the strategy is, why it is important, how the strategy functions, and when it should be used.

FAREST, CINDY, & MILLER, CAROLYN. (1993). Children's insights into literature: Using dialogue journals to invite literary response. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 271–278). Chicago, IL: National Reading Conference.

Attends to the written responses of fourth grade children and how their understandings of literature are fostered and guided by dialogue journals. The study took place in a fourth grade classroom (n=16) in a rural school. As part of a unit-centered approach, children were given 15–20 minutes daily to write in their journals on their interests and thoughts about the unit books they were reading. No writing prompts were used. At the end of the week, children's journals were collected and responded to by the teacher. Data collection of journal entries extended over a 6-month period beginning in November. Field notes, videotapes, and photographs were gathered during weekly observation and participation. Analysis of journal entries through inspection, categorization, and interpretation resulted in a coding system yielding an interrater reliability of .90. Six categories of written responses were found: revisits, pre-

dicts/infers, personal or literary associations, wonders, and criticism. Although children used all six response categories, the frequency of responses and types/levels of responses within categories changed over time. Overall, the written responses allowed for in-depth, personal reflection and fostered new ways of thinking about books.

RINEHART, STEVEN D.; BARKSDALE-LADD, MARY ALICE; & PATERSON, JOHN J. (1994). Increasing story recall through prereading instruction: Use of advance organizers combined with teacher-guided discussion. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 237–247). Pittsburg, KS: College Reading Association.

Compares the effects of five prereading instructional formats on 72 seventh graders' factual and interpretive story recall. Six intact classes and their respective teachers from three middle schools were randomly assigned to a sequence of six instructional formats and stories over the six-week course of study. Anthologized short stories used in each treatment trial yielded seventh-grade readabilities and were accompanied by a multiple choice recall test of 8 literal and 8 interpretive questions. The six instructional conditions were oral advance organizers with and without guided discussion (1,2); silent advance organizers with and without discussion (3,4); no advance organizer with discussion (5); and a control (6). Prior to instruction, reading and listening scores from the GMRT and the Ekwall/Shanker Reading Inventory were used to categorize pupils as above or below average. ANOVA procedures were: 6 (instructional conditions) × 2 (reading ability: above, below average) × 2 (listening ability: above, below average) × 2 (story recall: literal, interpretive) with repeated measures on the first and last factor. Results indicated that combining discussion with the advance organizer significantly increased interpretive comprehension; advance organizers without discussion and the discussion alone were less effective. There were no significant differences found for factual recall.

FOX, BARBARA J. (1994). Storymates: A cross-age reading program. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 259–267). Pittsburg, KS: College Reading Association.

Integrates in-school reading experiences of elementary school children with at-home reading to younger siblings or neighborhood children to foster insights into narrative stories. Participants were 288 fourth, fifth, and sixth graders and their 12 teachers (4 at each grade level) in a K–6 rural school. Pupil participants scored below average on the GMRT. Four types of activities were included in the Storymates program: (1) twice a week pupils read storybooks at home; (2) once a week teachers read a storybook to children focusing on narrative story features; (3) twice weekly pupils worked with a partner in paired repeated readings; and (4) once a week children selected a story to read aloud at home and wrote a retelling of that book. Storybooks were selected to represent a pool that ranged in readability, topic, and interest. To determine whether written retellings at the beginning of the program were different from those at the end, a repeated measures ANOVA was used with 20 randomly selected responses. The retellings indicated that pupils in all grades improved over the 9-week program and no particular grade improved more than another. Parent and teacher responses to a questionnaire about the program supported the benefits of the program discussed.

GARFINKEL, ALAN, & TABOR, KENNETH E. (1991, October). Elementary school foreign languages and English reading achievement: A new view of the relationship. *Foreign Language Annals, 24*, 375–382.

Compares the English reading scores on the sixth grade SAT of pupils who did and did not extend a third- and fourth-grade introduction to Spanish into a full one to two years of

Spanish instruction in grades five and six. Investigators also studied whether level of intelligence seemed related to taking the additional language instruction. Subjects, 513 pupils, were divided into three subgroups based on performance on the Otis-Lennon School Ability Test. No significant differences were found in English reading performance between groups who did and did not extend their study of Spanish. Within the average ability group, there were significant differences in sixth-grade reading achievement between the two groups. Within the high ability group, there was a difference in score, but the difference was not statistically significant. The researchers concluded that the extended foreign language study gives students of average intelligence a type of enrichment that may impact their subsequent English reading scores.

V–6 Teaching reading—high school

KNOELLER, CHRISTIAN P. (1994, April). Negotiating interpretations of text: The role of student-led discussions in understanding literature. *Journal of Reading, 37,* 572–580.

Presents the views of two different secondary students as to the effectiveness of student-led discussions and explores how such discussions can give rise to a variety of voices in the classroom. In an English classroom balanced in terms of gender and ethnicity and broadly divergent in achievement levels, student discussion leaders were charged with raising productive questions and keeping discussions moving. The teacher viewed her responsibility as directing students to substantiate their interpretive claims by grounding them in the language of the text. The researcher observed and reported the variety of "voicing" that occurred in the classroom. Voicing was defined as each instance in which a speaker attributes words to someone else, whether an author or a classmate, and whether reported or invented. In this class, students voiced the words of others in one turn out of four, and those speaking turns were three times the length of those which did not attribute words to others. The viewpoints of two students (distinct in background and participation profiles) toward student-led discussions are detailed. The researcher indicates that students demonstrate facility for oral attribution in student-led discussion and that this ability is crucial to defending interpretations as well as to collaborating to understand literature.

RACER, WILLIAM E. (1994, Spring). Secondary students need reading instruction too! *Kansas Journal of Reading, 10,* 18–22.

Analyzes the performance of 164 high school sophomores on the CAT-Reading, the reading difficulty of the CAT passages they read, and the variation in their scores according to the types of comprehension questions asked. One fourth of the students had difficulty reading materials written at their grade level. Finding stated facts was the easiest question task, with students having difficulty with making judgments, drawing conclusions, determining the purpose of the passage or the writer, and understanding figurative language. Rates of reading ranged from 85 to 300 words per minute. In addition, students had problems with thinking skills on all levels of passages. After nine weeks of instruction in a reading improvement class, students averaged a 15 percentile test score gain.

SCEVAK, JILL J.; MOORE, PHILLIP J.; & KIRBY, JOHN R. (1993, October). Training students to use maps to increase text recall. *Contemporary Educational Psychology, 18,* 401–413.

Examines the benefits derived from training students in the strategic use of maps as text organizers. Subjects were 31 students from an urban technical high school in Newcastle,

Australia. Subjects were rank-ordered by reading ability and then randomly assigned, in turn, to either the training group or the control group. Both groups were directed to read a lengthy selection containing three adjunct maps. Prior to reading, the training group was directed to place important event information on their maps and given insights on how the maps could help them with text recall. The control group received no prior direction on how to use maps but merely wrote an essay on what they had read. Dependent variables were multiple choice, probed recall, free recall, and map recall measures administered one week after the reading as well as a free recall measure of a transfer text read three weeks after training. Repeated measures ANOVA procedures applied to the data revealed map training to yield superior performance on all text recall measures as well as main idea and detail components of the transfer text measure.

V–7 Teaching reading—college and adult

VALERI-GOLD, MARIA; DEMING, MARY P.; & OLSON, JAMES R. (1992, Spring). Research review on team teaching in college developmental settings. *Journal of College Reading and Learning, 24*, 48–53.

Reviews the literature that has investigated linking reading, writing, and study skills within the context of college content area courses. In addition to affecting achievement within the content area, linking content and skills through team teaching has strengthened students' reading and writing skills, summary writing, responses to text, identification of rhetorical modes, understanding of the structure of a story, and vocabulary. Other studies have demonstrated that team teaching classes for developmental level college students can assist the academic support services already in place such as peer tutoring, counseling, advising, and use of a resource lab. Moreover, team taught courses can affect the intellectual, social, and personal development of the high-risk learner. The reviewers present possibilities for team taught courses that link both content and study strategies (making isolated skills textbooks unnecessary) as well as a course to integrate developmental reading and writing that could be organized both thematically and rhetorically.

SCHRIVER, KAREN A. (1992, April). Teaching writers to anticipate readers' needs. *Written Communications, 9*, 179–208.

Assesses a method of training writers to predict readers' comprehension problems with texts. Subjects were 117 college students from 10 classes in "writing in the professions." Half of the classes served as an experimental group, and half as a control group. Training for the experimental classes consisted of 10 sessions, each with two parts. Within Part 1 of each session, experimental participants read a different problematic text, detected where they thought readers' problem areas with the text might be, and diagnosed readers' potential problems at points of detection. Within Part 2 of each session, the experimental participants read a think-aloud protocol transcript of a person reading each problematic text, used the readers' responses to detect additional problems with the texts, and used reader responses to diagnose additional problems. Using one another's writing assignments, control participants were taught to anticipate readers' needs through a variety of audience-analysis heuristics and collaborative response methods. Pre- and posttests administered to all participants assessed improvement of ability to predict and diagnose readers' comprehension problems with a problematic expository text. A series of ANOVA procedures applied to the data showed that writers in experimental classes improved significantly more than writers in control classes in their ability to detect readers' problems, characterize problems from a reader's perspective, and attend to

global text problems. Also, for writers in experimental classes, knowledge of audience acquired through training texts transferred to expository test.

BAKER, ISABEL, & MULCAHY-ERNT, PATRICIA I. (1993). The case for expressive writing for developmental college readers. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 55–65). Chicago, IL: National Reading Conference.

Seeks to prove that expressive writing improves both the reading comprehension of developmental college readers and their abstraction in language use. Students enrolled in a required basic skills reading course at a suburban community college were assigned to the control group (n=37; two sections) or the experimental group (n=41; two sections). Groups did not differ in basic skills, age, or reading achievement prior to treatment. All groups participated each week in whole class meetings of 2-hour lecture and in individualized activities during 2 hours of lab. Students in the control group followed the traditional curriculum. Students in the experimental group wrote weekly learning logs in response to their assigned college readings. The entries were used in small group and whole class discussions. Samples of written responses to open-ended prompts were collected three times across the study for both groups. Follow up interviews were conducted with 22 students. Both groups were posttested on the *Reading Assessment Test* and the required course exit test. Expressive writing led to significant gains in expository text comprehension.

NEWTON, EVANGELINE V. (1994). Writer's block: A case study of holistic intervention using reader response and metacognitive writing task. In Elizabeth G. Sturtevant & Wayne M. Linek (Eds.), *Pathways for literacy: Learners teach and teachers learn* (pp. 139–151). Pittsburg, KS: College Reading Association.

Describes a case study of a 19-year-old college student who was placed on academic probation due to low grades he attributed to an inability to finish written assignments. The student withdrew from school and sought the help of a university writing instructor. The student worked at identifying, understanding, and remediating his writing difficulties using reader response and metacognitive techniques. Data were collected in 23 ninety-minute sessions conducted twice a week over three months and included initial and exit interviews, response-based assignments, metacognitive journal, and observations and field notes during sessions. Initially, the student perceived writing as a formal, product-oriented activity and was observed to possess few strategies to aid in academic writing. The intervention was helpful in expanding the student's understanding of the writing process and developing new approach to difficult assignments.

GARCIA, CARMEN. (1991, December). Using authentic reading texts to discover underlying sociocultural information. *Foreign Language Annals, 24*, 515–526.

Presents a set of learning experiences in which native English speaking college students used authentic reading materials such as birth announcements, obituaries, and engagement and wedding descriptions written in Spanish to help understand both the language and the underlying sociocultural contexts. Materials from newspapers were organized into texts that were studied over three consecutive 50-minute sessions. Each day's activities included pre-reading, reading, and post-reading tasks. Post-reading tasks often included work to be completed as homework after classroom discussion. Although no data are presented, it is claimed that using authentic texts helped students have a better understanding of both language and cultural contexts.

McLaughlin, Margaret A.; Price, Patricia T.; & Shoultz, Gerald R., Jr. (1992, Fall). Whole language, critical literacy and accountability. *Journal of College Reading and Learning, 25*, 29–39.

Evaluates the efficiency of a whole language curriculum for developmental reading and English students at the college level. Subjects were freshmen enrolled in one or more developmental classes due to having failed the College Placement Exams (CPE) in reading and/or English. Thirty of the students, approximately 5% of all enrolled in the developmental classes, were assigned to an experimental whole language class in which reading and writing were taught as reciprocal-integrated processes. Instruction took place over a 10-week period for 2 hours a day, five days a week. All other students in developmental classes served as the control group and received reading and English instruction separately. Comparative analysis of pre- and post-CPE scores in both reading and English showed significant posttest score increases for students instructed by the whole language approach. Moreover, exit rates in every category of the CPE were higher for the whole language class than for the control group. Analysis of written responses to specific reading assignments indicated the whole language students were more apt to use reading and writing transactionally and purposefully. Analysis of follow-up data consisting of student achievement scores in Freshmen English classes and GPAs after one year of college showed that students who had been enrolled in whole language classes surpassed students who had been enrolled in separate classes in both categories.

O'Neill, Stephen P. (1992, April). Metacognitive strategies and reading achievement among developmental students in an urban community college. *Reading Horizons, 32*, 316–330.

Seeks to study the relation between the use of metacognitive strategies and reading comprehension among community college students who test low on standardized reading achievement tests. Participants included 151 students enrolled in reading and study skills classes; 65 had initial reading comprehension scores at 7th grade or lower based on scores on the City University of New York Reading Assessment Test (RAT), while 86 tested below the 11th grade level. Of the total group, 102 were assigned to one of five class sections in which a metacognitive intervention was used, and 49 others were assigned to one of four class sections in which the direct instruction method was followed. About 90% of each group consisted of minority students. The metacognitive intervention consisted of teaching students metacognitive strategies as well as why, how, and when to use them. First the instructors modeled the procedure, and then, in groups of 3 or 4, students took turns modeling aloud their thinking strategies for comprehending a textbook. In the direct instruction groups, instructors explained the skills and demonstrated the procedures of the task but did not model their mental processes. Metacognitive activity in reading was assessed by the 32-item How I Read Scale consisting of a 5-point Likert-type scale. Reading achievement was determined by the RAT. No significant correlation coefficients were obtained between the metacognitive scale and RAT scores at pre-treatment. At post-treatment, for the metacognitive treatment group of the lowest readers, low to low moderate negative coefficients were obtained between comprehension of main ideas and the use of previewing ($r = -.35$) and monitoring ($= -.36$). In the direct instruction group, among lowest scoring readers, a post-treatment coefficient of .39 was obtained between comprehension of main ideas and summarizing. For the higher level scoring students, no significant relations were observed at post-treatment between the use of metacognitive strategies and reading comprehension.

HODGE, EVELYN A. (1993, Fall). The effects of metacognitive training on the reading comprehension and vocabulary of at-risk college students. *Research & Teaching in Developmental Education, 10,* 31–42.

Investigates the effects of metacognitive training on the reading comprehension and vocabulary of college students considered at-risk because of low scores on the college entrance examination. Participants included 78 freshmen enrolled in a predominantly black university. They had scored below 20 on the ACT and below the freshman level on the NDRT. They were enrolled in six intact classes that were assigned to two treatments. One group received a reciprocal teaching treatment that involved guided practice in using the strategies of summarizing, question-generating, clarifying, and predicting to understand expository text. The second treatment group received traditional instruction including lectures on specific skills. Dependent variables were pre- and posttest reading comprehension and vocabulary scores secured using the NDRT. MANCOVA procedures were applied to analyze the data. Results indicated that the metacognitive training improved students' comprehension and vocabulary skills more than the traditional method; however, only improvement in comprehension was statistically significant.

STEVENS, ALAN B.; KING, CATHERINE A.; & CAMP, CAMERON J. (1993, October-November). Improving prose memory and social interaction using question asking reading with adult day care clients. *Educational Gerontology, 19,* 651–662.

Compares the effects of two procedures for mediating retention and social interaction of adults engaging in group reading activities. Subjects were 10 clients of an adult day care center in New Orleans. Subjects ranged in age between 41 and 79 and presented a variety of referral conditions. Using random assignment procedures, two reading groups were formed. One received reading guidance through the Question Asking Reading (QAR) procedure for twelve weeks; and the other received the usual discussion guidance for six weeks and QAR for the final six weeks. Dependent measures showed implementation of QAR produced higher levels of social interaction during the activity and better comprehension and retention of information presented in the text.

D'ANNUNZIO, ANTHONY. (1994, March). College students as tutors for adults in a campus-based literacy program. *Journal of Reading, 37,* 472–479.

Describes results of a three-year adult literacy tutorial program using college students as tutors. Each year 15 undergraduates who were enrolled in a ten-week university credit course spent three hours in a college classroom and three hours tutoring adult learners identified and located by the neighborhood literacy provider. Three instructional procedures taught to the tutors included the language experience approach, individualized reading, and expressive writing. These methods were combined with non-directive counseling for the adult learners, who set their own goals and determined how they should proceed. Over the three-year period, the learner population was comprised of inner-city African American adults, ranging in age between 17 and 82. Three profile cases are included to illustrate learner diversity. Weekly observations and analysis by the supervisors and the project director were used to provide evidence that the learners were making academic progress toward their stated goals. Self-evaluation, conference sessions, interviews, and questionnaires provided further indications of the extent to which learners and tutors estimated progress.

STRACHER, DOROTHY A. (1993, Fall). Providing strategies for learning disabled college students: Continuous assessment in reading, writing and reasoning. *Research & Teaching in Developmental Education, 10,* 65–84.

Describes a model program for potentially gifted LD college students and details its effects by presenting three case studies of successful students. The model provided one-on-one tutoring by graduate education students who were supervised and assisted in their efforts through a graduate seminar focused on instructional issues and the continuous assessment of students' progress. Tutoring was an interactive process centering on the development of strategies to facilitate the LD students' academic success. The core of the tutorials was analyzing the effectiveness of strategies and synthesizing those that could be appropriately transferred to other tasks and problems. The case studies presented a description of each subject's unique needs. They were alike in their potential giftedness in academic achievement, but they differed in their disabilities and in the strategies that were most effective for each. Each achieved success as demonstrated by high GPAs, academic honors, and employment.

V–8 Instructional materials

HOFFMAN, JAMES V.; MCCARTHEY, SARAH J.; ABBOTT, JUDY; CHRISTIAN, CHERYL; CORMAN, LAURA; CURRY, CATHERINE; DRESSMAN, MARK; ELLIOTT, BONNIE; MATHERNE, DEBRA; & STAHLE, DEBRA. (1994). So what's new in the new basals? A focus on first grade. *Journal of Reading Behavior, 26*(1), 47–73.

Examines the first-grade materials of five new basal reading programs submitted for the 1993 Texas state adoption. Features of the series were compared against those of basal materials currently in use in the state (copyright 1986/1987). Analyses focused on the pupils' texts and teachers' edition. Pupils' texts were analyzed in two ways: (1) at the word/sentence level, including total number of words, number of unique words, and readability levels, and (2) for literature characteristics and qualitative features. The total number of words in the new programs was (on average) considerably less than in the old programs, but the new programs contained substantially more unique words. Overall, the newer series yielded higher readability levels. In contrast with the older series, the new texts had fewer adaptations of literature and were judged to have more engaging qualities in terms of content, language, and design. Newer basals offered more predictable text in terms of such factors as repeated patterns but more demanding text in terms of decoding. Teachers' editions were analyzed for program design, organization, and tone. In newer series a shared reading model replaced a directed reading model. The new teachers' editions provided fewer pupil questions. Focus on skills and isolated skills instruction decreased. The tone of the teachers' edition seemed less prescriptive in the new series, moving in the direction of teacher as decision maker.

MILLER, SAMUEL D., & BLUMENFELD, PHYLLIS C. (1993, September). Characteristics of tasks used for skill instruction in two basal reader series. *Elementary School Journal, 94*, 33–47.

Examines whether certain tasks in basal teachers' manuals are designed to promote the application of the reading comprehension skills of main idea and cause-effect. The teacher-guided practice, pupil independent practice, and assessment tasks in main idea and cause-effect skill lessons were studied in grades 1 through 5 in two basal series. Teacher-guided practice activities were studied to determine the level of cognitive processing required and the length of the accompanying text selection. Pupil independent practice activities were studied to determine their frequency of occurrence, spacing, levels of cognitive processing required, types of written responses required, and length of the accompanying text. Assessment tasks were studied to determine whether they were presented after adequate practice opportunities had been presented and whether they required high levels of cognitive processing. Results indicated that teacher-guided practice tasks usually required low-level cognitive processing

and involved short text selections. Pupil independent practice tasks did not conform to learning theorists' recommendations regarding frequency and spacing. Few of these tasks required high levels of cognitive processing, most required simple mark responses such as underlining or circling rather than written responses, and very few involved lengthy texts. The assessment tasks required mid-level cognitive processing.

SCHUMM, JEANNE SHAY; VAUGHN, SHARON; HAAGER, DIANE; & KLINGNER, JEANETTE KETTMANN. (1994, January). Literacy instruction for mainstreamed students. What suggestions are provided in basal reading series? *Remedial and Special Education, 15* 14–20.

Examines six widely used basal reading programs to identify suggestions for literacy instruction for mainstreamed special education students (MSE). The kindergarten, first-, third-, and fifth-grade materials were analyzed for each of the six basal reading programs by trained raters. All occurrences of teaching suggestions designated for MSE students were recorded on a basal analysis instrument designed for this study. The frequency of teaching suggestions was tallied for each series by collapsing results across grade levels. The results revealed that only one series provided suggestions, and these were relatively few in total number.

ARMBRUSTER, BONNIE, & OSTERTAG, JOYCE. (1993). Questions in elementary science and social studies textbooks. In Bruce K. Britton, Arthur Woodward, & Marilyn Binkley (Eds.), *Learning from textbooks: Theory and practice* (pp. 69–94). Hillsdale, NJ: Lawrence Erlbaum Associates.

Investigates how many and what kind of questions (instructional and assessment) appear in recent fourth and fifth-grade science and social studies textbooks and teachers' manuals. Examined were materials from three companies who publish both science and social studies programs. Questions were coded using a five-category classification scheme developed by the authors: (1) Type of Question, (2) Source of Answer, (3) Target Relationship, (4) Form of Question, and (5) Question Purpose. Five subcategories of questions were included under Type of Question. In both content texts, about half of the instructional questions and two-thirds of the assessment questions were subcategorized as Type 1 questions in which the answer was either stated explicitly or was an intact part of memory; little or no inferencing was involved in this type of question. Only about one-fourth of assessment questions in either content area called for some degree of inference. Approximately half of the instructional questions in social studies and one-fourth to one-third in science called for some inferencing. The authors note that current research does not offer guidelines in determining what an appropriate distribution of questions should be. The most frequent instructional questions in both area textbooks were cause-effect questions. Question density (mean number of words of text per question) was found to be one instructional question for every 36.4 words in social studies and for every 26.5 words in science. About one assessment question per 150 words appeared in both of the content areas.

CHIANG-SOONG, BETTY, & YAGER, ROBERT E. (1993, January). Readability levels of the science textbooks most used in secondary schools. *School Science and Mathematics, 93*, 24–27.

Analyzes 12 of the most frequently used science textbooks at the middle/junior high and high school levels to determine their readability levels and how the difficulty of the books compared with the general reading level of the students for whom the books were intended. Nine 100-word passages were selected from each textbook and analyzed with the Fry and Raygor readability graphs. At the junior high level, two texts exceeded the intended reader lev-

el. At the high school level, only the two chemistry books exceeded the levels of the students for whom they were intended.

OSBORN, JEAN, & DECKER, KAREN. (1993). Ancillary materials—what's out there? In Bruce K. Britton, Arthur Woodward, & Marilyn Binkley (Eds.), *Learning from textbooks: Theory and practice* (pp. 161–185). Hillsdale, NJ: Lawrence Erlbaum Associates.

Examines research on the use and effectiveness of workbooks, with particular reference to workbooks used in reading instruction. Also presents an analysis of workbooks in social studies, science, and language arts and compares these in several categories with reading workbooks. Workbooks from four recent reading series, four social studies programs, four science programs, and five language arts programs were examined. The types of tasks called for and the content of the tasks were considered. A variety of types of formats were identified, with many being common across grade levels and across content workbooks. Workbook pages were categorized into three major format types (puzzles, visuals, and facsimilies), with the most common specific response types identified as (1) response types, a category containing a number of common responses required for the completion of workbook tasks (elimination, underlining, matching, multiple choice, fill in blanks, writing, and ordering); (2) read and respond, a format type (short passages) common to almost all workbooks; and (3) directions, a category identifying four types of directions (location, confusing, multiple, directions), two of which pose potential problems (location of directions and multiple directions). Other aspects of workbooks are analyzed, including the intended and unintended effects of the tasks found in the workbooks.

WOODWARD, ARTHUR. (1993). Do illustrations serve an instructional purpose in U.S. textbooks? In Bruce K. Britton, Arthur Woodward, & Marilyn Binkley (Eds.), *Learning from textbooks: Theory and practice* (pp. 115–134). Hillsdale, NJ: Lawrence Erlbaum Associates.

Views selected research and other writings related to the role of illustrations in school textbooks. It is noted that the research on illustrations has produced few guidelines for the practical application of illustrations in text and thus has had little impact.

V–9 Teaching—grouping/school organization

MATHES, PATRICIA G., & FUCHS, LYNN S. (1994). The efficacy of peer tutoring in reading for students with mild disabilities: A best-evidence synthesis. *School Psychology Review, 23*, 59–80.

Reviews research literature to determine the benefits of peer-mediated reading instruction for students with mild disabilities. Using the best-evidence synthesis method, 11 technically sound studies of peer-mediated reading instruction utilizing specific treatments in mainstream or special education environments were analyzed. Findings revealed peer-mediated reading instruction outweighed the benefits of other reading classes of various types for disabled children. However, peer tutoring was not more effective than such interventions as one-on-one teacher-led tutoring or small group teacher-led instruction. Other treatments that consistently produced strong positive effects were those that allowed disabled students to, at least occasionally, act as tutors for other students.

SPILCHUK, BARBARA. (1992, Summer/Fall). From litters to families: The multi-age connection. *Reflections on Canadian Literacy, 10*, 133–136.

Reports informally the success of one multi-age grouping program in one school in Canada where two grade levels are mixed in one classroom. Children, chosen through a variety of academic and social criteria, stay with the same "family" for two years. Parents receive extensive inservice on the philosophy of the program and receive continuous updating on their child's growth. Results on informal and district reading tests suggest that children in the multi-age setting exceed expectations for children of their grade level academically, and learn social and leadership skills. Multi-age programs seem to benefit both the older and the younger children enrolled.

ERISMAN, JUNE. (1994, Spring). Signing, sight works, and print awareness. *Kansas Journal of Reading, 10,* 32–38.

Examines three ways of teaching sight words in a regular first grade classroom and explores the appropriateness of studying the effects of small group versus whole group instruction on first grade reading achievement. The sample included 11 of 16 pupils assigned randomly to one classroom. All subjects were involved in whole class reading instruction using a basal reader. A pretest of 200 frequently occurring low-imagery words was given individually to each child. Sixty words not known by any of the subjects were selected for instruction, and 20 words were assigned to each of the three teaching methodologies: signing, Fernald's tracing technique, or the visual-context method. All subjects were taught each set of sight words by the methodology to which the words were assigned. A different methodology was used each day for the presentation of one sight word, creating a three-day rotation of the methodologies. Instruction was given to small groups of pupils in the author-teacher's classroom 15 minutes each day. After all 60 words had been taught, a posttest of the words was given, and the mean number of words learned from each methodology was determined. No one method proved to be superior for teaching sight vocabulary to first grade pupils in a regular classroom. To explore the appropriateness of future studies of small group versus whole class instruction on reading achievement, scores on the CTBS for the experimental class were compared with the test scores of the researcher's class of the previous year and with the scores of two other first grade classes. These comparison groups had received only whole class instruction. Although no statistical analyses were conducted, it was observed that the experimental class had a higher median national percentile than any comparison group.

BRABHAM, EDNA GREEN. (1994, June). Empowering students as teachers of comprehension strategies. *The Florida Reading Quarterly, 30,* 13–16.

Describes one teacher's application of reciprocal teaching with a fifth grade Chapter 1 reading class. Ten pupils who were poor comprehenders but adequate decoders participated in the project. A basal reader was used for instruction. During the initial period of introduction, the teacher explained the procedure of reciprocal teaching, provided instruction on each of the component strategies separately, modeled the strategies, and allowed for guided practice and feedback. The strategies (predicting, questioning, summarizing, and paraphrasing for clarification) were listed on chart paper and posted. Pupils then used these strategies as needed for comprehension and vocabulary activities. The author presents an informal comparison of year-end performance of her pupils and those in another Chapter 1 class using the same basal series without reciprocal teaching. The reciprocal teaching group did not cover as much of the basal as the other group during the course of the academic year. However, the two groups were nearly equal on reading improvement as determined by standardized tests. The author asserts that reciprocal teaching led to increased enthusiasm and decreased discipline problems among her pupils. No data analyses are presented.

V–10 Corrective/remedial instruction

LYONS, CAROL A., PINNELL, GAY SU; & DEFORD, DIANE E. (1993). *Partners in learning: Teachers and children in Reading Recovery.* New York: Teachers College Press, Columbia University.

Compares three one-on-one early intervention treatments and one small-group intervention program on the reading progress of low-achieving first graders in Ohio. In addition, progress of children taught by fully trained Reading Recovery teachers was compared with progress of children tutored by teachers who received an alternative form of training. Included were first graders (n= 238 boys, 165 girls) who were the lowest scorers on the MAT and were also recommended by teachers as most in need of help. Participants came from 40 schools in 10 different school districts. The four instructional programs were: (1) Reading Recovery (RR); (2) Reading Success (RS), a program modeled on RR but taught by certified teachers who received a condensed two-week version of RR training; (3) Direction Instruction Skills Plan; and (4) Reading and Writing Group (RWG), a small group tutorial taught by trained RR teachers. Each program was compared with its own control group in the same school. Pupils were administered a text reading and a dictation task in October. All instruction continued for 70 days. Then children were readministered the two tasks and given the GMRT. Data from observations and videotaped lessons were analyzed also. Children were assessed again in the fall of grade two on the dictation and text reading tasks. RR was the only group for which the mean treatment effect was significant on all measures at the conclusion of the study and also was the only program showing long-term results in reading. Qualitative analyses bases on the videotaped lessons indicated that RR and RS children had the largest proportion of time spent directly on reading and writing. Included in the book are case studies of how teachers developed their theoretical and practical knowledge and skills over time, implications for how children and teachers learn, and recommendations for restructuring literacy education and teacher education.

PINNELL, GAY SU; LYONS, CAROL A.; DEFORD, DIANE E.; BRYK, ANTHONY S.; & SELTZER, MICHAEL. (1994, January/February/March). Comparing instructional models for the literacy education of high-risk first graders. *Reading Research Quarterly, 29*, 9–39.

Examines the effectiveness of Reading Recovery as compared to three other instructional models with high-risk first graders. Participants were the lowest achieving first-grade readers (n=340) from 10 school districts in Ohio. Two rural, two suburban, and six urban school districts were included, and the sample consisted of white, black, and Asian pupils. They were randomly assigned to one of four interventions or to a comparison group. Treatments included (a) the Reading Recovery model, (b) a treatment modeled on Reading Recovery provided by teachers trained in a shortened program, (c) a one-on-one skills practice model, and (d) a group treatment taught by trained Reading Recovery teachers. For all treatment and comparison groups, reading assessment measures included the Mason Early Reading Test, dictation tasks, text reading level assessment, the WRMT, and the GMRT. A hierarchical linear model analysis revealed that Reading Recovery children performed significantly better on four measures (dictation, text reading level, the GMRT, and the WRMT) than any of the other treatment groups and the comparison group. A macroanalysis of videotaped lessons revealed that essential program components related to success were one-on-one lessons, the lesson framework, and the Reading Recovery teacher staff development model.

SMITH, NANCY. (1994, Spring). Reading Recovery data and observations from one Illinois site (Part one). *Illinois Reading Council Journal, 22*, 7–28.

Describes the implementation of the Reading Recovery program in one Illinois site. Included are data collected during the first two years of the program, observations about the effects of the program, and issues raised. Teachers from five school districts were involved at the training site, with the report focusing on data from two districts. The first district serves 5,400 students, 41% of whom are white and 59% of whom are African American or some other minority. Children from low-income families constitute 52% of the school population. The second district serves 2,200 students, 240 of whom were in first grade. The population was 93.6% white, and 11.2% of the children were from low-income families. At the beginning of the school year, teacher-identified first graders were tested using the Diagnostic Survey, an instrument composed of six separate measures. Children were retested upon discontinuation in the program and in May. Pre- and posttest results on the Diagnostic Survey were used to assess the outcome of the program and the progress of each pupil. Control group children were administered the complete Diagnostic Survey in the fall and three of the measures (Dictation, Writing Vocabulary, and Text Reading) in May. The districts served 85 children in the first year. Of these, 70 were considered program children because they had received 60 or more lessons; 61 of these were discontinued when their reading achievement reached the average level of performance in their classroom. In the second year, 147 children were served, 118 of whom were program children; 95 were discontinued. While test data are not reported for controls, the scores for discontinued and program children showed considerable progress from September to May.

IVERSEN, SANDRA, & TUNMER, WILLIAM E. (1993, March). Phonological processing skills and the Reading Recovery program. *Journal of Educational Psychology, 85*, 112–126.

Explores the impact of incorporating phonic instruction into the Reading Recovery program. Subjects were 96 first grade at-risk readers who were assigned to one of three matching groups of 32 children each: a standard Reading Recovery group, a modified Reading Recovery group, or a standard reading intervention group. Children in the modified Reading Recovery group were provided with explicit instruction in letter-phoneme patterns once they demonstrated ability to identify at least 35 of 54 alphabetic characters. Children in the standard intervention program were given support services normally made available to at-risk children. Both Reading Recovery groups received instruction until children were determined to be reading at reasonable levels for their grade while the standard intervention group received instruction until the end of the school year. ANOVA procedures were applied to pre- and posttest data of student performance on various subtests of the Diagnostic Survey, a test of Dolch word recognition, and tests of phoneme segmentation, deletion and recoding. In general, results revealed no significant growth differences between the two Reading Recovery groups, although both of these groups significantly outperformed the standard intervention group. However, children in the modified Reading Recovery group reached the discontinuation point more quickly than those in the standard Reading Recovery group.

FRYE, BARBARA J., & SHORT, RUTH A. (1994, Spring). Accelerated literacy learning: An early intervention program for at-risk first grade students. *Kansas Journal of Reading, 10*, 49–54.

Provides a description of aspects of the Accelerated Literacy Learning Program (ALL), a one-on-one program for first graders at risk of failing to learn to read. Children are selected for the program based on a composite score from selected reading and writing tests and tasks. The 30-minute lessons include opportunities for reading, rereading, writing, word analysis and demonstration of awareness of print. Teachers receive graduate level coursework for their initial year of training. Optional implementation models allow for teachers to

either solely teach ALL pupils or to teach part of the day in a regular first grade classroom. During the third implementation year, pre- and posttest data from six subtests collected from five Florida counties were compared. Results of ANOVA indicated that although the ALL program children were significantly lower on the pretests than a comparison group of average first graders, there were no significant differences on any posttest measure. The majority of children who received 40 or more lessons and/or who graduated from the program performed at or above the level of the comparison group of average first graders. Differences in achievement were most marked between the children who received the ALL intervention program and a comparison group of children who received a full year of the regular Chapter 1 program.

ALLINGTON, RICHARD L. (1994). What's special about special programs for children who find learning to read difficult? *Journal of Reading Behavior, 26*, 95–115.

Reviews the literature on programs for marginalized children and the system of educational programming that has developed to provide services for them. It is concluded that there is a need for radically altered visions of how school should work to provide the services that such children need, for the programs currently in place seem to better serve the needs of adults and institutions than the needs of children.

BECKER, EVELYN Z., & MCCORMICK, SANDRA. (1993-1994). Reading comprehension. A review of recent studies of instruction with students having learning disabilities. *Journal of Clinical Reading, 4*, 5–17.

Reviews research related to reading instruction for LD children and youth. Articles selected come from an examination of two major journals in the LD field, *Learning Disability Quarterly* and *Journal of Learning Disabilities*, and were published, for the most part, between 1980 and 1990. To be included, research had to accent instruction and had to be carried out in children's resource rooms, classrooms, or other classroom environments within the schools involved. Studies reviewed included reader factors such as prior knowledge, metacognition, and visual imagery; text factors such as advance organizers and illustrations; and oral reading and reading comprehension. It is concluded that: (1) error correction instructional techniques may facilitate both word recognition and comprehension and that (2) providing background knowledge, metacognitive training, and visual training may result in improved comprehension for LD children and youth, given adequate time and instruction.

MCCORMICK, SANDRA. (1994, April-June). A nonreader becomes a reader: A case study of literacy acquisition by a severely disabled reader. *Reading Research Quarterly, 29*, 156–177.

Traces an elementary school pupil's transition from nonreader to reader over the course of 3 1/2 years. The child, a boy, was enrolled in a university reading clinic at the age of 8 1/2 years and was discontinued at the age of 12 years. Sources of data include participant observation, written documents, formal and open-ended interviewing, standardized tests, and a partial life history. During the first eight weeks of instruction in the clinic, he received individual instruction in one hour sessions 4 or 5 times per week. During the next period of instruction, the subject was tutored using a strategy designed by the author, the Multiple-Exposure/Multiple-Context (ME/MC) strategy. This strategy involves six steps: (1) selecting a book series for instruction, (2) using an oral reading of the first book in the series as a pretest, (3) providing practice with unknown words, (4) rereading the first chapter, (5) completing the first book, and (6) rereading the first book. This strategy was used for three 8-week periods. During the remaining eight 8-week quarters, the ME/MC strategy was discontinued. Each quarter, a set of instructional goals were established and progress was monitored to determine (a) whether advances made with the ME/MC method would be maintained, (b) whether learning would transfer to more normal reading situations, and (c) whether there would be any

adverse effects of the ME/MC method. Each quarter of instruction is described in depth, and a discussion of progress through each of these phases is presented. The author concludes that reading growth was influenced by instruction that took into account both external and internal factors related to reading disability.

ZIGMOND, NAOMI, & BAKER, JANICE M. (1994). Is the mainstream a more appropriate educational setting for Randy? A case study of one student with learning disabilities. *Learning Disabilities Research & Practice*, *9*, 108–117.

Studies the effects of mainstreaming on the educational opportunities and progress of an elementary school pupil with learning disabilities. The child was studied during his fourth and fifth grade years. During his fourth grade year, he spent approximately 40% of his school day in a special education resource room. During his fifth grade year, he spent 100% of his school day in a regular classroom. This project was conducted as part of an ongoing effort to evaluate an inclusive model of special education. The data collected during this two-year study included Curriculum Based Measurement slopes for timed oral reading, a silent reading measure, time-sample observations of learning opportunities and pupil behaviors, anecdotal records of classroom observations, and data from teacher interviews. The article describes the child's reading programs in the resource room and regular classroom settings. The data indicate some significant differences in opportunities to learn but do not show significant improvements in reading achievement as a result of mainstream instruction. Although the mainstream teachers believed the boy had a good year, the authors conclude that mainstreaming was ineffective for him.

FELTON, REBECCA H. (1993, November). Effects of instruction on the decoding skills of children with phonological processing problems. *Journal of Learning Disabilities*, *26*, 583–589.

Reviews research conducted by one disabilities project concerning the role of instruction in the acquisition of word identification (decoding) skills in children at risk for reading disabilities. The main study discussed involved a group of 81 kindergarten children who were identified as at risk for reading disabilities based on teacher assessment and weak or deficient phonological-processing skills. These children were classified as to type of phonological-process problem (phonological awareness or retrieval of phonological information) and were randomly assigned to either a code or context instructional method for first and second grades. It was reported that pupils who received code instruction scored higher than children receiving context instruction on a variety of reading and spelling measures at the end of first and second grades, including the WRMT.

CURTIS, MARY E., & CHMELKA, MARY B. (1994). Modifying the Laubach Way to Reading program for use with adolescents with LDS. *Learning Disabilities Research & Practice*, *9*, 38–43.

Investigates the effectiveness of the Laubach Way to Reading with four ninth grade students previously identified as LD. All read below the fifth grade level on the WJPEB-R at the outset of the study and had widely varying WISC-R scores. Over a 10-week period, students received 20 minutes per day of instruction and practice in the Laubach letter-sound correspondences, 10 minutes per day in collaborative oral reading of high-interest stories and novels, and 10 minutes per day in word games using words taken from a list of survival words. At the end of the ten weeks, two students had made progress and two had score declines. Students reported a lack of challenge in the materials. A second study with the same participants lasted 15 additional weeks. Laubach materials were supplemented with more challenging words that incorporated the letter-sound correspondences being taught. All stu-

dents experienced gains and reported positive attitudes about the lists of supplemental words. Mean increase for the four on the school-administered CAT was 17 NCEs.

ENGLERT, CAROL SUE; TARRANT, KATHI L.; MARIAGE, TROY V.; & OXER, TINA. (1994, March). Lesson talk as the work of reading groups: The effectiveness of two interventions. *Journal of Learning Disabilities, 27,* 165–185.

Examines the effects of two instructional interventions, POSSE and K-W-L, on the comprehension of children with mild disabilities. Subjects were 109 children spanning grades 1–8 who were in resource rooms for pupils with mild impairments. Most of the pupils had LD and were white. Sixty-three children were placed in the POSSE group and 46 were placed in the K-W-L group. No significant differences existed between the two treatment groups on any of the dependent measures prior to intervention. Instruction was implemented by 35 prospective teachers enrolled in a 10-week practicum over 6 weeks, with four 30–40 minute lessons per week. The POSSE intervention involved guiding pupils through the steps of predicting story ideas, organizing their own thoughts, searching for text structure, summarizing the main idea, and evaluating. The K-W-L intervention involved guiding pupils through the steps of establishing what they know, what they want to know, and what they learned. Tests of written recall and comprehension strategy knowledge were administered during and after the treatments. Scores on the written recall test were analyzed using a 2 (treatment) × 3 (age group) MANCOVA. The results indicate that the POSSE group significantly outperformed the K-W-L group, with primary and middle grade pupils performing exceptionally well. An ANCOVA, used to analyze strategy-knowledge scores, revealed no significant effect for age but a significant effect for treatment in favor of the POSSE group. Several ideas related to learning and instruction are considered in the discussion of these results.

ANDERSON, VALERIE, & ROIT, MARSHA. (1993, November). Planning and implementing collaborative strategy instruction for delayed readers in grades 6–10. *Elementary School Journal, 94,* 121–137.

Describes the evolution of a research project with in-service special education teachers engaged in collaborative strategy instruction with small groups of severely reading-delayed adolescents (ages 12–16). Nine experimental and seven control teachers and their students took part in the study. A total of 84 students in grades 6 through 10, with equal distribution of grade levels across experimental and control groups, participated. Experimental teachers received peer support from previously trained teachers and took part in self-evaluative workshops as they applied collaborative reading instruction with their students. The main data were pre- and posttest videotapings of experimental and control teachers engaged in small-group sessions with their students. A pre- and posttest standardized reading achievement test (SDRT) was also given to all students. Videotapes were analyzed by two independent raters using a scale developed for rating dimensions of strategic reading. Raters were highly reliable across dimensions. A change score was calculated (posttest score minus pretest score) for each dimension and examined by a t test. Results revealed significant gains in favor of experimental teachers on many dimensions related to fostering strategic reading. Control teachers showed no change. On the SDRT, 50% of the control students gained; 80% of the experimental students gained.

BRABHAM, EDNA GREEN. (1994, June). Empowering students as teachers of comprehension strategies. *Florida Reading Quarterly, 30,* 13–16.

Describes a Chapter 1 classroom in which reciprocal teaching procedures were introduced to 10 fifth graders. A second group of 10 students was taught by a teacher who used the same basal materials but followed the suggestions in the teacher's manual rather than reciprocal teaching. Children in the reciprocal teaching group took turns leading their class-

mates through practice in predicting, question generating, summarizing, and clarifying. Although the reciprocal teaching group covered less of the basal text, they showed the same average improvement on reading comprehension and total reading on a standardized test as did the more text-structured group. The teacher-researcher reported changes in her pupils' involvement and enthusiasm for reading and learning, as well as a positive effect of reciprocal teaching procedures on classroom discipline.

CARLISLE, JOANNE F. (1993). Understanding passages in science textbooks: A comparison of students with and without learning disabilities. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 235–242). Chicago, IL: National Reading Conference.

Devises a curriculum-based assessment (CBA) instrument for fourth and sixth grade science textbooks to assess the development of relevant reading-related skills. Subjects were 31 fourth graders (9 LD, 22 non-LD) and 38 sixth graders (13 LD, 25 non-LD) from four schools in one school district. All children were given the letter-word identification and passage comprehension subtests from the Woodcock Johnson Achievement Battery. The CBA instrument used four science passages from the grades 4 and 6 textbooks. Comprehension was assessed with a sentence verification task in which readers had to judge whether the test sentences presented ideas that were or were not in the passage. Twenty words were selected from the science passages to constitute a test of word reading, and vocabulary was determined through oral definitions of explicit and implicit key terms. Regression analyses on the science CBA indicated that listening comprehension contributed significantly to the variance in reading comprehension at both grade levels. Vocabulary contributed significantly at the sixth grade level, but word recognition did not make a significant contribution. In a number of areas assessed, LD students were significantly weaker than their peers, although non-LD students had some difficulties reading science passages also. Results did not support the belief that LD students with poor reading skills can compensate through strong listening capabilities.

WALRAVEN, MIRIAM, & REITSMA, PIETER. (1993). The effect of teaching strategies for reading comprehension to poor readers and the possible surplus effect of activating prior knowledge. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 243–250). Chicago, IL: National Reading Conference.

Examines the effects of teaching comprehension strategies to pupils with severe problems in reading comprehension. Subjects were 24 Dutch children (18 boys, 6 girls) from two schools for children with learning disabilities. Twelve pupils were randomly selected as a control group; 12 others were divided into the two treatment conditions: instruction in pre-, during, and post-comprehension strategies versus instruction in activating background knowledge. No significant differences were found between the groups prior to treatment. Comprehension strategy instruction was given across 7 weeks during regular reading time and consisted of 13 to 14 half-hour lessons. Knowledge of the use of comprehension strategy was assessed through a questionnaire. A standardized Dutch test for main ideas was also administered in the pretest and immediate and delayed posttest design. Findings indicate that instruction in comprehension strategies improved the reading performance of poor readers, an effect maintained 4 weeks after training ended. The poor readers found it difficult to activate and use their prior knowledge independently.

GAJRIA, MEENAKSHI, & SALVIA, JOHN. (1992, May). The effects of summarization instruction on text comprehension of students with learning disabilities. *Exceptional Children, 58*, 508–516.

Examines the effectiveness of a summarization strategy for increasing comprehension of expository prose in LD children. The maintenance of the strategy over time and its transfer to a new situation were also investigated. Subjects were 30 LD students in grades 6 through 9. Pretesting on informal and formal measures (GMRT) confirmed that they were adequate decoders but poor comprehenders. Subjects were randomly assigned to experimental and control groups. In addition, 15 average readers drawn from grades 6 through 9 in proportion to the study participants served as a normal comparison group. Students in the experimental condition were trained to criterion on five rules of summarization. Two dependent measures were used with all subjects: comprehension scores on criterion tests prepared by the authors and comprehension scores from the GMRT. Data were analyzed using a three-way ANOVA with repeated measures. Results indicated that the reading comprehension of LD students in the experimental group increased significantly. Follow-up testing and analysis done with the experimental subjects four weeks after training revealed that they had maintained their use of summarization skills and were able to generalize its use to new reading materials.

FUHLER, CAROL J. (1993, November-December). The learning disabled adolescent and whole language. *The Clearing House*, *67*, 107–111.

Studies the literature response journals and interview data collected from three eighth grade adolescent males to determine the effects of using trade books in history on their understanding and their attitudes. Subjects were a purposive sample who were identified as LD pupils. Subjects self selected books from a range of teacher-previewed materials. Written and verbal responses from the boys were placed in one of five categories, including one on emerging historical understanding. Field notes supported interview data about the difficulty of the social studies text and the dislike of the mainstream social studies content. Journal entries and class discussions suggested that the three were better able to understand historical events when the events were presented through fictionalized accounts in trade books, rather than in the history text. Attitudes appeared more positive toward learning history when trade books were used.

LEAMAN, REBEKAH E. (1993). Effects of direct instruction of story grammar on story writing and reading comprehension of elementary school learning disabled students. In Timothy V. Rasinski & Nancy D. Padak (Eds.), *Inquiries in literacy learning and instruction* (pp. 15–24). Pittsburg, KS: College Reading Association.

Tests the effects of direct instruction in story grammar on story writing and reading comprehension of elementary school LD pupils. Subjects were 78 LD children (58 boys, 20 girls) in grades 1 to 6 from seven school districts. A multigroup, pretest-posttest, control group design was used. The experimental group received story grammar instruction in both reading and writing mini-lessons. The comparison group received story grammar instruction only in reading mini-lessons; a control group received no story grammar instruction. The treatment lasted for a total of five weeks. Dependent measures administered to all subjects included tests of story grammar awareness in both reading and writing that were evaluated by three raters. The reading test consisted of a story retelling and a set of comprehension questions. Data analysis was conducted using ANCOVA to control for possible differences between groups on the pretest. The ANCOVA for the total reading variable indicated significant main effects for group; the means of the experimental and the comparison groups were significantly greater than the mean of the control group, but experimental and comparison groups were not found to be significantly different. The experimental group's mean writing score was significantly greater than that of either the comparison or control group.

KLENK, LAURA. (1994, Winter). Case study in reading disability: An emergent literacy perspective. *Learning Disability Quarterly, 17*, 33–56.

Presents a case study chronicling the development of reading and writing in one pupil identified as LD. The subject was an 8-year-old African American girl, who had repeated kindergarten and was enrolled as a second grade pupil in a self-contained LD classroom. Previous evaluations had establish that her IQ was within the normal range. This study was conducted over one school year. The researcher met twice weekly with the child for 40–50 minute sessions. All sessions were audiotaped for later transcription. Pre-study assessments, using a letter recognition test, word reading task, word writing task, and the CAP, as well as informal measures of phonemic awareness, revealed that the girl was unable to demonstrate conventional literacy knowledge (letter recognition, letter-sound associations, or a basic sight word vocabulary). Instructional sessions focused on reading and writing activities and involved a variety of materials and texts. The audio taped sessions were coded for evidence of general themes. For the purposes of this report, analysis focused on the forms of reading and writing the pupil employed and her understanding of herself as a reader and writer. This revealed that she had became attentive to print, followed the text word for word, and demonstrated memory for the text and ability to decode. She was successful with preprimer texts. In regard to writing, her memory for letter forms had improved. She recognized 43 of 52 letters, compared with 28 in September. Further, she formed most letters correctly with greater ease. She recognized 15 sight words on the sight word test and was beginning to space words. Her invented spelling progressed from early phonemic to transitional. She read her own writing as if from a preprimer by pointing word by word, relying heavily on her memory of the text and sight words and, less frequently, attempted to use phonetic cues to decode.

V–11 Teaching bilingual/other language learners

RAPHAEL, TAFFY, & BROCK, CYNTHIA H. (1993). MEI: Learning the literacy culture in an urban elementary school. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 179–188). Chicago, IL: National Reading Conference.

Provides insights into how a second-language learner participates in a literature-based reading program. The case study describes a second-language learner from Vietnam who began instruction in the United States in the third grade in an urban elementary school. Information was collected from third through fifth grade. The child was bussed to a bilingual program for half days during third and fourth grades where literacy instruction in English emphasized thematic units. A paraprofessional who spoke Vietnamese worked on instruction in English as well. The reading program was literature-based in all three grades, with grades four and five featuring the Book Club program. At the core of the program were pupil-led discussion groups about literature read. Data for this paper related to oral language use during Book Club discussions using three representative samples of Book Club interactions across fourth and fifth grades. Two themes emerged from the analysis: (a) changes in the child's general participation in her book clubs and (b) changes in substantive features of her discourse.

PARATORE, PATRICIA N. (1993). An intergenerational approach to literacy: Effects on the literacy learning of adults and on the practice of family literacy. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 83–92). Chicago, IL: National Reading Conference.

Questions the impact of an intergenerational approach on the literacy development of adult learners and the incidence of shared literacy events between parent and child. During the 3-year project, 367 families attended adult literacy classes 2 hours a day 4 days a week for at least one instructional cycle (averaged 15 weeks). The classes were provided through a school/university partnership program. The majority of the adults (n=351) spoke English as a second language. Instruction was provided in multiability, multilingual groups of 25 or fewer adults and featured reading and responding to literacy materials of adult interest and providing a selection of books and ideas for use with their children. Emphasis was placed on family contexts for literacy use with specific emphasis on storybook reading. Data sources included pre- and posttests of oral reading fluency of 9 randomly selected parents, attendance and attrition rates, and self-reported data on the incidence of parent/child activities in the home weekly. The average attendance rate (74%) exceeded that typically found for adult education programs nationally (50%) or locally (32%). Retention in the program increased from 72% for the first year to 93% and 92% for years 2 and 3, respectively. Adult oral reading performances revealed an average decrease in reading miscues of 13%. Self-report data indicated a steady and systematic increase in the practice of shared literacy in the home setting.

THORNBURG, DEVIN G. (1993). Intergenerational literacy learning with bilingual families: A context for the analysis of social mediation of thought. *Journal of Reading Behavior, 25*(3), 323–352.

Examines the effects of an intergenerational literacy program of six months' duration on the English language proficiency of nine bilingual families. Participants included nine mothers and their 15 children ranging in age from 2 to 5 years. Program goals included encouraging parents to read storybooks in English to their preschool-aged children, as well as developing their language and reading skills. Data were collected from 16 observations of participants' discourse and from semi-structured interviews with the parents and the literacy program teachers. Observations from the third and the fifteenth observation received extended analysis. Frequencies of categories of talk were analyzed. Pre- and post-comparisons of scores on the *Preschool Language Scale* for the children and the CTBS reading subtest for the parents suggested significant improvements. Categories of discourse were compared over time, revealing significant changes in language features used by teachers, parents, and children. Significant correlation coefficients were found between test scores and differences in use of specific discourse features.

BATTLE, JENNIFER. (1993). Mexican-American bilingual kindergartners' collaborations in meaning making. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 163–169). Chicago, IL: National Reading Conference.

Asks what happens in storybook discussions when the teacher reads aloud stories in English to children who are most comfortable speaking another language. Twenty-two Mexican American children (8 non-English speaking, 14 limited English proficiency) and their teachers in a bilingual kindergarten classroom participated in the study. With children of similar backgrounds, the teacher read aloud and talked about quality children's literature for 25 to 30 minutes daily. The read-aloud was in English preceded by a short summary in Spanish. Children were encouraged to talk about the stories in whichever language they chose. Data were video- and audiotapes of the storybook interactions collected weekly for 12 weeks. Each transcript was coded into message units and conversation units (CU). A total of 568 CUs were coded; 22 focused on discussions of characters in the stories. The children and teacher contributed roughly equal amounts of the total message units. Six categories of CU

topics emerged: book features, familiarity with literature, literary elements, personal experience connections, knowledge about language, and illustrations. Although English was not their first language, the children eagerly participated in storybook interactions resulting from English read-alouds.

SCHMIDT, PATRICIA RUGGIANO. (1993). Literacy development of two bilingual, ethnic-minority children in a kindergarten program. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 189–196). Chicago, IL: National Reading Conference.

Observes two bilingual kindergartners as they interacted with peers and school staff to develop their English literacy. The two children, one of Southeast Asian origin and the other of Indian origin, provided the focus of this study in a suburban elementary school. Both children were born in the United States, were exposed to at least two languages since birth, and were required to function in different home and school cultures. The kindergarten program emphasized literacy learning through social interactions featuring mini-lessons and small group activities. A year of participant observations took place at the school, two to three times a week, during 3-hour sessions. Field notes were recorded after each 2- to 3-hour visit to the child's home. In-depth structured interviews with parents, educators, and the two children as well as classroom documents were used. The constant comparative method facilitated identification of themes and a final coding scheme. The study demonstrated how both children (1) experienced few positive social interactions during classroom work and play settings, (2) misunderstood reading and writing activities during formal literacy instruction, and (3) were confused during holidays and celebrations. Home-school communications were infrequent and unsatisfying.

CARGER, CHRIS LISKA. (1993, November). Louie comes to life: Pretend reading with second language emergent readers. *Language Arts, 70*, 542–547.

Describes a pilot study conducted in a Latino inner-city neighborhood of Chicago. Three children who scored at Level I on the Bilingual Syntax Measure were introduced to two storybooks in order to see if repeated readings and pretend readings could provide a framework for language growth for young emergent second language readers. One book was read as an introduction to the concept of pretend reading, and the behavior was modeled for the children. A second book was read three times in English before the children were asked to pretend read the text. Each pretend reading was audiotaped. Tapes were analyzed to determine children's strategies, with each tape analyzed for four measures of language growth: a basic word count, pronunciation of words over two syllables, meaning units, and target vocabulary. Children grew in all areas over the three readings and increased their self-confidence.

GEVA, ESTHER; WADE-WOOLLEY, LESLY; & SHANY, MICHAL. (1993). The concurrent development of spelling and decoding in two different orthographies. *Journal of Reading Behavior, 25*(4), 383–406.

Explores the concurrent development of spelling and decoding in two different orthographies, English (L1) and Hebrew (L2), to determine if differences can be accounted for by lack of proficiency in the second language or by differences in orthographic complexities. Subjects were 45 children (22 boys and 23 girls) enrolled in an English-Hebrew day school who were individually tested over three years on literacy measures in both languages. Tests included the PPVT-R, the Auditory Analysis Test, the WRAT-R word recognition test, the WRMT-R word attack subtest, and several visual, spelling, and phonological assessments developed or adapted for the study. Hebrew orthography facilitated decoding performance but

not spelling. Second language effects were apparent in spelling but not in decoding. The researchers concluded that, despite differences in orthographic complexity and language proficiency, profiles of emergent spellers and readers were similar in both languages, although rate of acquisition of conventional spelling differentiated performance in L1 and L2.

GERSTEN, RUSSELL, & JIMENEZ, ROBERT T. (1994, March). A delicate balance: Enhancing literature instruction for students of English as a second language. *The Reading Teacher, 47*, 438–449.

Describes case studies of three elementary school teachers implementing reading instruction for ESL pupils. Teachers were observed by at least three researchers over a period of two years, with observations focusing on what teachers did for pupils who were experiencing difficulties in reading. Teachers were also interviewed about their concerns and their beliefs for teaching ESL children to read and write. The approach to observation and the subsequent framework for language analysis grew out of research on second language and bilingual education, knowledge of effective literacy instruction, and principles of effective instruction for low income students. Effective practices were identified as those that led to high levels of pupil involvement, fostered higher order cognitive processes, and enabled children to engage in extended discourse. Strategies previously identified as working with children at risk also seemed to be effective for teaching ESL pupils to read. Most useful practices were vocabulary development, mediation and feedback, and specific literacy instruction including presenting ideas verbally and in writing, using reasonably consistent language, and minimizing use of synonyms and idioms.

KASPER, LORETTA F. (1994, February). Improved reading performance for ESL students through academic course pairing. *Journal of Reading, 37*, 376–384.

Compares the performance of community college students enrolled in the paired courses of ESL Analytical Reading and Introductory Psychology with the performance of students who took ESL Analytical Reading alone. Subjects, 16 in the paired classes and 19 in the nonpaired class, took the courses in a six-week module of 36 hours' duration. At the conclusion of the course, students took two tests to assess their reading proficiency and to evaluate their performance in the class: the CUNY Reading Assessment Test (RAT), a multiple choice examination, and the Kingsborough English Departmental Final Exam, a short answer examination. In the paired classes, readings in the Analytical Reading class paralleled the readings in the psychology class, whereas novels were the readings in the nonpaired section of the same course. Students also completed written exercises to develop critical and inferential thinking skills. Both groups entered the classes with the same level of English proficiency. Pairing the classes enhanced reading performance for the majority of students. A higher percentage of students enrolled in the paired classes passed the departmental exam and had higher grades in the class than did those in the nonpaired sections.

RAYMOND, PATRICIA MARY. (1993, Winter). The effects of structure strategy training on the recall of expository prose for university students reading French as a second language. *The Modern Language Journal, 77*, 445–458.

Seeks to answer the question: Can French as a second language reading be facilitated by teaching some organizational patterns of discourse? Subjects were 43 anglophone college students of a high-intermediate proficiency level in French. They ranged in age from 18 to 23 years and were divided into an experimental and a control group. A Second Language Reading Test was administered before and after treatment. Treatment consisted of five one-hour training sessions, each focused on a top level organizational structure. The structures taught were description, sequence, causation, problem solution, and comparison, in that order. For each structure strategy, students were told what the strategy was, told why it should be

learned, taught how to use it, and told when to use it. In addition, students took quizzes designed to help them evaluate their use of the strategies.

FAJONYOMI, AYONDELE A., & ALA-ADEYEMI, F.B.O. (1993, November). Comparative effectiveness of three languages of instruction among adult literacy learners. *Journal of Reading, 37*, 174–182.

Compares the effectiveness of three languages used to teach adult literacy learners in Nigeria. Volunteer subjects were 120 adult literacy learners in the fifth grade equivalent of primary education. Subjects were randomly assigned to one of three groups and received instruction on the same subject matter in the Hausa language, the English language, or a mixture of Hausa and English. Instruction occurred in six 1-hour lessons per week for 3 weeks. Pre- and posttest comparisons indicated significant learning of subject matter for all three groups over the experimental period. Results of an ANCOVA using the pretest as a covariate revealed only a marginally significant difference among the posttest mean scores, with the mixed language group performing better than the English and the Hausa language groups respectively.

CHO, KYUNG-SOOK, & KRASHEN, STEPHEN D. (1994, May). Acquisition of vocabulary from the Sweet Valley Kids series: Adult ESL acquisition. *Journal of Reading, 37*, 662–667.

Investigates the effects of providing adult second language learners with appropriate English texts for free reading on English vocabulary acquisition. Subjects were four female adults, three Korean and one Spanish, ranging in age from 21 to 35, with varying levels of proficiency in English and varying amounts of English study (3 to 10 years). Except for the Spanish student who had learned English in an American school and interacted in English frequently with minimum difficulty, the subjects had initially studied English in Korea and expressed reluctance to use English with native speakers. All were asked to pursue leisure reading in English in their free time over a period of several months. They were initially provided with selections written at a second-grade level. The three Korean subjects were asked to underline unfamiliar words the first time they encountered them. They were free to use a dictionary if they chose to do so. Different procedures were used to estimate vocabulary acquisition for each woman. For Korean subjects, individual lists of words underlined in their books were constructed, and they were asked to define their words in Korean. Credit was given for providing a synonym or definition that captured the full meaning of the tested word. For the Spanish subject a test of 165 words, based on words the other women had underlined consistently, was administered as a pre- and posttest. Tallies of books read and words underlined were computed. The amount of dictionary use was also determined, and percentages of correctly defined words were reported. Results revealed that all four subjects had read a substantial amount weekly (two to five books). Percent scores on the vocabulary tests for the Korean subjects were 56%, 80%, and 69%. The Spanish subject increased her score on the test of 165 words by 71 words. It was noted that the two women who used the dictionary learned more vocabulary per words read. Due to the limited interactions with native speakers of English by two of the Korean subjects, it was concluded that the gains in vocabulary were due to the free reading.

OH, JUNIL. (1992, Spring). The effects of L2 reading assessment methods on anxiety level. *TESOL Quarterly, 26*, 172–176.

Investigates whether students experience differential levels of anxiety when faced with different L2 reading assessment methods. Eighteen subjects enrolled in premedical studies at a Korean university were participants. Subjects had studied English for more than six years. They completed two comprehension and recall tasks, a delayed cloze test, and a delayed think-aloud task over a three-week period. Anxiety levels were determined by a modified version of the Cognitive Interference Questionnaire administered after each assessment to note how

often task-irrelevant thoughts occurred during the task performance. A repeated-measures ANOVA suggested differences in scores across the methods. Pairwise comparisons indicated that the cloze test and the think-aloud task elevated anxiety levels more than did the comprehension and recall tasks.

GEVA, ESTHER, & CLIFTON, SUSAN. (1994, June). The development of first and second language reading skills in early French immersion. *Canadian Modern Language Review, 50*, 646–667.

Seeks to compare good and poor readers in the early French immersion program with good and poor readers in the regular English stream at the same grade level and to examine the parallel performances of good and poor readers in English (their first language) and French (their second language). In total, 10 subjects were selected from two French immersion grade two classes, and 20 subjects were selected from two English stream grade two classes. Using teacher ratings of pupils' oral proficiency, it was determined that there was a normal distribution of language skills within each group. Instruments administered individually to subjects included word recognition tasks (developed in French and English using suggestions from the four teachers) and two oral reading texts in both French or English. The French immersion pupils were tested in both languages, starting with French. Four types of measures were derived from the text reading: global ratings of oral reading and retelling performance, time (in minutes), miscues, and word substitution types. The data analysis revealed that those children who were taught to read in a second language displayed lags in the development of fluent reading in both the first and second language in comparison to children taught to read in their first language. When comparing children who had reached a particular developmental reading level on accuracy and comprehension, there were no differences between those taught in their first and second language. In examining the parallel performance of good and poor readers in the two languages, it was determined that children who were fast, accurate, fluent readers and who comprehended what they read in one language, were also fast, accurate, fluent readers who comprehended what they read in the second language. Likewise, those children whose reading reflected inaccurate word recognition, slow reading, and limited comprehension in one language experienced similar difficulties in the second language.

CLIPPERTON, ROBERT. (1994, June). Explicit vocabulary instruction in French immersion. *Canadian Modern Language Review, 50*, 736–749.

Provides an overview of theoretical perspectives on second language vocabulary knowledge and acquisition. This research review focused on levels of lexical proficiency and on qualitative differences in the oral and written production of French immersion students as compared to that of their francophone peers. A resulting conclusion was the need for improved vocabulary instruction in immersion programs. Specific suggestions for integrating traditional ideas into a communicative approach were presented.

V–12 Tests and testing

VALENCIA, SHEILA W., & PLACE, NANCY A. (1994). Literacy portfolios for teaching, learning, and accountability: The Bellevue Literacy Assessment Project. In Sheila W. Valencia, Elfrieda H. Hiebert, & Peter P. Afflerbach (Eds.), *Authentic reading assessment: Practices and possibilities* (pp. 134–156). Newark, DE: International Reading Association.

Describes a district-level effort to develop assessment strategies, including developing portfolios, that would be useful at the classroom level and could also be used for district ac-

countability. The project was initiated by 24 teachers representing kindergarten through grade 12, the district language arts specialist, and a university-based collaborator. During the pilot year, the project addressed four student learning outcomes: (1) interaction with text to construct meaning, (2) choosing to read a variety of materials, (3) effective communication through writing, and (4) engagement in self-evaluation and reflection. Portfolios consisted of work selected by the student, periodic student reviews of the contents of the portfolio, specific assessment techniques for each of the four learning outcomes, and additional work contributed by the teacher or student as deemed necessary. Questions were developed to assist teachers in helping students to reflect on their own reading behavior and preferences. The authors report four findings as a result of the initiation of the project: (1) students and teachers were assisted in establishing a common understanding of reading and writing processes; (2) students and teachers were committed to the continuation of portfolio assessment; (3) there was great variability in the type and number of pieces included in the portfolios; and (4) a team of teachers were able to reliably score a random sample of portfolios from all levels.

AU, KATHRYN H. (1994). Portfolio assessment: Experiences at the Kamehameha Elementary Education Program. In Sheila W. Valencia, Elfrieda H Hiebert, & Peter P. Afflerbach (Eds.), *Authentic reading assessment: Practices and possibilities* (pp. 103–126). Newark, DE: International Reading Association.

Describes the implementation of portfolio assessment within a whole literacy curriculum. Six aspects of literacy were measured using portfolio assessment: ownership, the writing process, reading comprehension, language and vocabulary knowledge, word-reading strategies, and voluntary reading. For purposes of program evaluation, grade level benchmarks were used to determine whether children were performing at, above, or below grade level in each aspect of literacy. Initially, portfolio assessment met with confusion and disgruntlement on the part of many teachers, consultants, and aides. During the course of a school year, however, the process improved. Portfolio assessment data were collected for 1,912 pupils in kindergarten through third grade in six schools. Generally, children showed improvement during the course of the year in ownership, word-reading strategies, and voluntary reading but not in the writing process, reading comprehension, or language and vocabulary knowledge. Despite these results, the author contends that the portfolio assessment system was workable. Interpretations of the results, reflections on the process, and samples of data collection checklists and a scoring guide are included.

SNIDER, MARY ANN; LIMA, SUSAN SKAWINSKI; & DEVITO, PASQUALE J. (1994). Rhode Island's literacy portfolio assessment project. In Sheila W. Valencia, Elfrieda H. Hiebert, & Peter P. Afflerbach (Eds.), *Authentic reading assessment: Practices and possibilities* (pp. 71–88). Newark, DE: International Reading Association.

Describes the first three years of a portfolio assessment project in which teachers participated on a voluntary basis. The goal of the project was to improve the match between classroom literacy instruction and assessment. Three stages of the project are presented: exploring possibilities for portfolio assessment in Rhode Island, focusing on building collaborative portfolios, and investigating the creation of a "portfolio environment" in classrooms. This project involved the development of learning outcomes, the development of criteria to evaluate portfolio evidence, and the development of methods for classroom implementation. The authors discuss successes and struggles with teachers, with children, and with transition during the project. Recommendations for district-wide implementation of portfolio assessment are presented.

KAPINUS, BARBARA A.; COLLIER, GERTRUDE V.; & KRUGLANSKI, HANNAH. (1994). The Maryland school performance assessment program: A new view of assessment. In Sheila W. Valencia, Elfrieda H. Hiebert, & Peter P. Afflerbach (Eds.), *Authentic reading assessment: Practices and possibilities* (pp. 255–276). Newark, DE: International Reading Association.

Describes the Maryland School Performance Assessment Program (MSPAP) which is administered to every third, fifth, and eighth grade pupil in the state. The five reading-related outcomes addressed by the assessment are (1) demonstrating positive attitudes toward reading; (2) constructing, extending, and examining meaning when reading for literary experience; (3) constructing, extending, and examining meaning when reading for information; (4) constructing, extending, and examining meaning when reading to perform a task; and (5) demonstrating awareness of strategic behaviors and knowledge about reading. Both quantitative and qualitative data are collected and five proficiency levels have been created to describe pupil performance at each grade level. The assessment is scored by teachers using a scoring rubric. Examples of assessment activities as well as preassessment activities, designed to build necessary background knowledge for the assessments, are discussed. Although there are not yet enough data to determine whether the assessment has positively influenced school performance, it appears to have positively influenced teacher growth.

WEISS, BARBARA. (1994). California's new English–language arts assessment. In Sheila W. Valencia, Elfrieda H. Hiebert, & Peter P. Afflerbach (Eds.), *Authentic reading assessment: Practices and possibilities* (pp. 197–217). Newark, DE: International Reading Association.

Discusses an assessment designed to (1) establish standards of excellence for students in reading diverse kinds of materials and in completing a variety of writing tasks; (2) measure students' abilities to construct meaning through integrated and dynamic interactions among reader, writer, text, and context; and (3) improve instruction. The assessment uses texts that represent the viewpoints of various cultural groups, both sexes, and urban and rural perspectives. The stories, articles, and poems are typical for the grade level being assessed. Most assessments involve reading, group work, and writing. In addition to general challenges and reflections related to the new assessment, the author discusses five specific issues: meeting the needs of a diverse population, incorporating group work into the assessment, handling sensitive or offensive student papers, designing a scoring site, and providing individual student results.

GARCIA, MARY W., & VERVILLE, KATHY. (1994). Redesigning teaching and learning: The Arizona Student Assessment Program. In Sheila W. Valencia, Elfrieda H. Hiebert, & Peter P. Afflerbach (Eds.), *Authentic reading assessment: Practices and possibilities* (pp. 228–246). Newark, DE: International Reading Association.

Presents the Arizona Student Assessment Program (ASAP), which is designed to measure students' progress in three literacy processes (building background, comprehending, and presenting) in three grade level clusters: K–3, 4–8, and 9–12. In order to include all students in the assessment, guidelines have been established for limited English proficient and special education students. The 67 assessments in the ASAP are also available in Spanish. Each reading assessment is presented using an interactive model of reading including a prereading activity, a reading phase, and a response phase. Response activities are both guided and open-ended and tap comprehension processes and products. Scoring is done by trained individuals using a scoring rubric. Validity of the ASAP was established via a content review, a comparison with norm-referenced reading tests, and test-item analyses. Results indicate a high level of correlation with norm-referenced tests. Results of reliability analyses suggest that the as-

sessments can be scored almost as reliably by a single rater as by two raters. Reflections on the first three years of the ASAP are discussed.

SHORT, KATHY G., & KAUFFMAN, GLORIA. (1994, April). Teacher and student voices: The role of reflection in learning. *Reading, 28*, 9–14.

Describes efforts to make reflection and self-evaluation an ongoing part of daily classroom life, including use of a more formal strategy, self-evaluation portfolios. By paying increasingly close attention to children engaged in choice-filled curriculum opportunities, the researchers concluded that children's ability to reflect insightfully on their own learning has been underestimated. The notion of reflexive portfolios grew from awareness that children make decisions about their actions but have been excluded from reflecting about the meanings of their actions. Opportunities for reflection were a daily, natural part of the curriculum through conferencing, webbing, authors' circles, class discussion, learning logs, literature circles, and various kinds of journals. To encourage pupils in more formal and analytic reflections on their progress as learners, a new interpretation of portfolio procedures was adopted. Three times each year (October, February, and May), pupils spent a week to 10 days gathering, sharing, and reflecting on the artifacts of their reading and writing. Class meetings and close work with a partner provided opportunities for revealing discoveries about themselves as readers and writers and for hearing others' perspectives. Children made decisions about which pieces and evidence were most reflective of them as readers and writers and should be included in the portfolio. Their written self-assessments became part of their report cards and their cumulative school folder. The teacher-researchers, too, described ways in which they became more self-aware through integrating reflection into their lives.

LESLIE, LAUREN, & COOPER, PAULA. (1993). Assessing the predictive validity of prior-knowledge assessment. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 93–99). Chicago, IL: National Reading Conference.

Tests the predictive validity of free association and prediction as methods of prior knowledge assessment. Data were generated from 57 sixth graders from one suburban public and one private school. Passages from the *Qualitative Reading Inventory* used four prior knowledge assessment conditions: (1) standard free association where the concept is given; (2) standard free association plus prediction; (3) definitional free association where precise responses to specific attributes of concepts is requested; and (4) definitional free association plus prediction. Comprehension measures were retelling and explicit and implicit comprehension questions. MANOVA procedures used a 2 (free association —standard, definitional) × 2 (prediction —yes, no) × 2 (text—narrative, expository) design with free association, retelling, and comprehension questions as dependent variables. Post hoc analyses used correlational data. Definitional free associations did not yield higher prior knowledge scores than standard free associations but resulted in higher correlations with retelling and comprehension of narrative text. Prediction of main ideas prior to prior to reading was correlated to retelling and comprehension of expository text but not narrative.

BEALS, DIANE E., & DETEMPLE, JEANNE M. (1993). Home contributions to early language and literacy development. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research,* theory, *and practice* (pp. 207–215). Chicago, IL: National Reading Conference.

Explores how measures of family socioeconomic status, children's conversational ability and the kinds of input children hear would combine to explain variation in performance on story comprehension and definition tasks. Three-year-old children (n=84) were recruited

from preschool programs in the greater Boston area. All families were eligible for Head Start and had English as their home language. Family configurations and educational background varied considerably. Home visits occurred once a year when children were three and four years old. During the visits, each mother was asked to read two books to her child, elicit a report from the child about some interesting event, and record a family mealtime conversation. At age five, children were given a battery of tests including a story comprehension task and a definition task. Regression analysis was conducted using home variables as predictors of kindergarten performance on literacy tasks. A combination of home social and economic measures, family conversational measures, and child language measures were found to be good predictors of the literacy outcome scores. Mothers' conversational input measures did not emerge as strong predictors but were found to impact the results.

McDowell, Judith A.; Schumm, Jeanne Shay; & Vaughn, Sharon. (1993). Assessing exposure to print: Development of a measure for primary children. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 101–107). Chicago, IL: National Reading Conference.

Assesses the use of the Title Recognition Test-Primary (TRT-P) as a measure of print exposure for children in primary grades. Data were collected from 158 children in seven second grade classes at two public elementary schools. Using the original format of the TRT, small groups were given a field-tested checklist of 33 common children's book titles along with 15 foils. Other measures administered were WISC-R, Kaufman Test of Educational Achievement, and Bruce Phoneme Detection Test. The internal consistency of the TRT-P yielded a correlation coefficient of .82. There were no statistically significant coefficients between the TRT-P and any other variables. The TRT-P did not prove to be a statistically significant factor in any of the regression analyses. The TRT-P did not discriminate print exposure resulting from being read to from that attributable to the child's reading. Exploration of the instrument for primary grade children continues.

Fuchs, Lynn S., & Fuchs, Douglas. (1992). Identifying a measure for monitoring student reading progress. *School Psychology Review, 21*(1), 45–58.

Investigates the psychometric features and technical dimensions of four types of measures (cloze, maze, written retellings with a total words written score, and written retellings with a matched words written score) as assessments for ongoing monitoring of data in the classroom. Measures were studied to identify an alternative Curriculum-Based Measurement reading task that could be used for monitoring students' reading progress by computer, rather than by relying on measures of reading fluency. Participants included 20 special education teachers, each of whom selected two students to test. Half the teachers were assigned randomly to a computer monitoring group, and half were assigned to a paper-pencil monitoring group. Retelling and cloze methods were inadequate as ongoing measures of reading growth. The maze appeared to have potential for utility as this measure had both psychometric and edumetric strengths. Data could also be automatically collected and scored by computer, adding to ease of administration.

McCormick, Christine E.; Stoner, Sue B.; & Duncan, Scott. (1994, April). Kindergarten predictors of first-grade reading achievement: A regular classroom sample. *Psychological Reports, 74*, 403–407.

Collects measures for 38 children in a kindergarten program and examines the correlations of each with first grade reading achievement. Throughout the kindergarten year the teachers routinely assessed the children on a number of measures. The predictive variables included age, gender, and scores on the PPVT-R, the Developmental Test of Visual-Motor

Integration, and knowledge of uppercase letters, lowercase letters, initial consonant sounds, and short vowel sounds. The dependent variables were administered in first grade and included the reading subtest of ITBS and the Cognitive Abilities Test. Stepwise multiple regression analyses predicting the first grade variables indicated that the consonant sound identification task was the best predictor of first grade reading achievement and that the PPVT-R was the best predictor of cognitive ability. A second multiple regression analysis examined the contribution of each kindergarten variable to first grade reading and cognitive scores. Results indicated that these children entered kindergarten with highly developed early reading skills that facilitated success with systematic reading instruction.

MANTZICOPOULOS, PANAYOTA Y., & MORRISON, DELMONT. (1994, July). Early prediction of reading achievement: Exploring the relationship of cognitive and noncognitive measures to inaccurate classifications of at-risk status. *Remedial and Special Education, 15*, 244–251.

Examines the achievement of students who were screened for learning difficulties in kindergarten with an instrument titled SEARCH. SEARCH is based on the concept that the antecedents for learning failure may be found in the acquisition of spatial and temporal information. To gain insight into the problem of inaccurate classification of children as "at-risk", 270 children's performance on cognitive measures was examined when they reached second grade, along with their socioeconomic background, teacher predictions of learning difficulties, and attendant behavior problems. Using a planned analysis model, the researchers examined similarities and differences between groups of children who were accurately and inaccurately identified when second grade reading performance served as the outcome variable. Results indicated that SEARCH tends to underidentify as not "at-risk" some children from higher socioeconomic backgrounds and to overidentify as "at-risk" children from lower socioeconomic backgrounds. Information from classroom teachers and individually administered assessment tools appeared to be necessary and useful in the process of identifying young children who are in need of early intervention services.

ACKERMAN, PEGGY T.; PAAL, NICHOLAS P.; HOLLOWAY, CAROL; & DYKMAN, ROSCOE A. (1992). Test selection efficacy in the diagnostic confirmation and subtyping of children with dyslexia. *Learning Disabilities Research & Practice, 7*, 199–202.

Studies the performance of 40 children, ages 9 to 13, to determine what reading and spelling tests were most appropriate for identification of dyslexia. Pupils completed the WRAT-R, the GORT-R, the Decoding Skills Test (DST), Parts I and II, the Boder Test of Reading-Spelling Patterns, the Bradley Phonological Sensitivity Test, the Digit Span subtest of the WISC-R, the Rapid Alternating Stimulus test, and a timed counting-from-memory task. Data from the DST, the Boder, and the Bradley tests were used to classify the children as dysphonetic or not, of the 40 tested, 28 were classified as dysphonetic. Fifteen of the 28 dysphonetic children were younger than 10, while all classified as phonetic were at least 10 years old. Tests were correlated with classification variables. When scores were factor analyzed, a single factor emerged, rather than separate factors. The three word lists provided redundant information. The researchers concluded that extensive testing is not necessary for identification of dyslexia and that a single individually administered test of word list reading may suffice. If subtyping is desired, the Bradley and the DST tests are more effective for classification than the Boder.

SLATE, JOHN R.; JONES, CRAIG, H., GRAHAM, LINDA SPEER; & BOWER, JACK. (1994). Correlations of WISC-III, WRAT-R, and PPVT-R scores in students with specific learning disabilities. *Learning Disabilities Research & Practice, 9*, 104–107.

Examines correlations between scores on the WISC-III and scores on the WRAT-R, the Key Math-R, and the PPVT-R. Test scores were collected from 64 pupils in Arkansas. All students were classified as having a specific learning disability as defined by a discrepancy of at least one standard deviation between the WISC-III Full Scale IQ score and achievement in one or more of seven academic areas. The average age of the pupils was 10.6. The scores used for data analysis were those obtained during the special education assessment process. Since all scores were not available for every child, sample sizes for various correlations ranged from 44 to 63. Results of t-tests indicate a significant difference between the average WISC-III Full Scale score and the average scores on the Reading, Spelling, and Arithmetic subtests of the WRAT-R. Results of Pearson correlation coefficients between each of the WISC-III IQ and Index scores and the three subtests of the WRAT-R are also reported. Positive coefficients were found between WISC-III scores and the WRAT-R Arithmetic subtest but not between WISC-III scores and the WRAT-R Reading and Spelling subtests. WISC-III scores were found to be positively correlated with scores on the Key Math-R and the PPVT-R. Based on their results, the authors recommend using the PPVT-R and the Key Math-R rather than the WRAT-R for the diagnosis of specific learning disabilities.

GILLESPIE, CINDY. (1993). Predicting Nelson-Denny scores from the SAT. In Timothy V. Rasinski & Nancy D. Padak (Eds.), *Inquiries in literacy learning and instruction* (pp. 65–69). Pittsburg, KS: College Reading Association.

Reports a study to derive formulae for using subtests of the Scholastic Aptitude Tests (ScAT) to predict Nelson-Denny test scores. Subjects were 262 college freshmen who were required to enroll in college remedial reading courses on the basis of their reading comprehension subtest score on the ScAT. Subjects completed both vocabulary and comprehension sections of the NDRT. ScAT Verbal, ScAT Math, ScAT Combined, ScAT Reading Comprehension, ScAT Vocabulary, and the ScAT Tests of Standard Written English (TSWE) scores were taken from university records. Stepwise regression equation were used to determine prediction formulae. With the NDRT Total Score as the dependent variable, only the ScAT-Verbal and the TWSE contributed to the prediction equation (17% and 6% of the variance, respectively). The low to moderate variance raised doubts about the usefulness of the ScAT to predict reading comprehension or Nelson-Denny scores.

V–13 Technology and reading instruction

KINCADE, KAY M., & STANGE, TERRENCE V. (1993). Theory into practice: Issues to consider when selecting reading software to meet different readers' needs. *Reading Horizons, 34*(2), 151–169.

Examines three reading software programs (1) to determine their ease of use, format characteristics, managerial components, and (2) to evaluate their text presentation segments in order to determine if segment presentation conforms with current chunking theory in reading research. Programs examined were *Comprehension Power*, *Speed Reader*, and *Comprehension Connection*. One level of reading passages was evaluated for each program, along with materials from the teacher's manuals. Stories selected for evaluation were at the same level of difficulty across programs. Segmentation was investigated to determine if phrasing used a combination of pausal phrase and syntactic phrase formats, with breaks occurring at natural points, at punctuation cues, at grammatical points, at word structure divisions, or without discernible rationale. Descriptions of each program's design characteristics are included, as is information about diagnostic information obtained from each program. Texts were meaningfully segmented at least 50% of the time, with *Speed Reader* having a higher

percentage of meaningful segmentation. It was concluded that there was enough variation among the programs to make them useful in meeting varying learners' needs within the same classroom.

FOSTER, KELLI C.; ERICKSON, GINA C.; FOSTER, DAVID F.; BRINKMAN, DANE; & TORGESEN, JOSEPH K. (1994, Winter). Computer administered instruction in phonological awareness: Evaluation of the DaisyQuest program. *Journal of Research and Development in Education, 27*, 126–137.

Investigates the effectiveness of a computer program, DaisyQuest I and II, in increasing phonological awareness in young children. Two experiments were conducted. In the first experiment, the subjects were 12 pupils with a mean age of 5.5 years who attended a child-care facility. Fifteen pupils with an average age of 5.3 years comprised the control group. Pupils in the experimental and control groups were pretested and posttested on the Phonological Awareness Test (PAT) and the Screening Test of Phonological Awareness—Experimental Version (STOPA-E). Treatment consisted of 20 sessions of 20–25 minutes each during which children worked through the three levels of the DaisyQuest program. This interactive program is designed to teach recognition of words that rhyme; recognition of words that have the same beginning, middle, and ending sounds; recognition of words that can be formed from a series of separately presented phonemes; and the ability to count the number of sounds in words. Results of ANCOVAs indicate significant differences in posttest scores on the PAT and the STOPA-E in favor of the experimental group. A second experiment was conducted to investigate the effectiveness of a more highly developed version of the DaisyQuest program. The experimental and the control groups consisted of 35 pupils each, with subjects across the two groups matched on PPVT-R scores. The average age of the subjects was 6.1 years. Four measures were given as pretests and posttests: a computer-based test called Undersea Challenge, the final version of the Screening Test of Phonological Awareness (STOPA), the Production Test of Segmenting, and the Production Test of Blending. Results of ANCOVAs indicated that pupils in the experimental group performed significantly better than those in the control group on the Undersea Challenge, the Production Test of Segmenting, and the Production Test of Blending. No significant differences were found on the STOPA.

CASEY, JEAN. (1994, February). Integrating computers in the primary classroom. *The Computing Teacher, 21*, 33–34, 36.

Presents conclusions of an evaluation project conducted in 29 primary classrooms in six California school districts using the *Writing to Read* (WTR) program. The WTR is a literature-based language arts program that uses computers to foster reading and writing development. While previous program evaluations had determined that WTR was effective with primary children, the purpose of this study was to compare the effectiveness of the program in two settings: the classroom versus a computer lab. Comparisons were made across three instructional groups: WTR in the classroom group, WTR in a lab group, and a traditional classroom control group. Experimental and control groups were selected from the same school districts. Included in the evaluation were several Spanish language classrooms, some ESL classrooms, and classrooms with learning handicapped pupils. Data collection involved both quantitative and qualitative instruments (classroom observations, scores from reading attitude surveys, year-long portfolios of writing samples, teacher and parent questionnaires, pupil interviews, and teacher and administrator journals). Although data were not presented in this article, major conclusions supporting the use of the WTR curriculum to enhance writing performance and attitude toward reading among primary pupils were listed. It was reported that the application of the WTR curriculum in the classroom resulted in greater gains for pupils than the use of the program in the computer labs. Children with special learn-

ing needs achieved the same benefits from the program as other pupils. Teachers and principals rated the program highly; parents also rated the program positively and reported significantly higher levels of reading and writing at home than did parents of pupils in the control group.

HUENECKE, DOROTHY. (1992, July). An artistic criticism of a computer-based reading program. *Educational Technology, 32*, 53–57.

Explores the effectiveness of a computer based reading and writing program. Thirty pupils were observed several times a week from the inception of the program in April of their kindergarten year to its completion in December of their first grade year. An ethnographic methodology was utilized with a focus on the elements of time and control. The author concluded that time constraints imposed on the children limited the potential benefits of the program.

MARTIN, LELLA. (1994, February). Computers and process writing in an integrated curriculum. *Computing Teacher, 21*, 36–37.

Describes using computer software to support the application of process writing in an integrated curriculum with third grade pupils. Two software packages, *Writing to Write, Form II* (IBM) and *Children's Writing and Publishing Center*, were used in the classroom. Although no data are presented, the author stated that her pupils were interested and prolific writers as a result of experiences with computer writing software.

RISKO, VICTORIA J.; MCALLISTER, DENA; & BIGENHO, FRED. (1993). Value-added benefits for reforming a remedial methodology course with videodisc and hypercard technology. In Timothy V. Rasinski & Nancy D. Padak (Eds.), *Inquiries in literacy learning and instruction*. (pp. 179–189). Pittsburg, KS: College Reading Association.

Presents discussion of issues arising from the use of videodisc, hypercard, and computer technologies in reforming an undergraduate remedial reading methodology course. The theoretical rationale for using technology to create problem-solving contexts for undergraduate education was reviewed. Specific procedures and problems were explained. The authors suggested that while this methodology required both financial and time expenditures, the investments were worthwhile when considering the potential benefits of this methodology on students' learning.

BALTOVA, IVA. (1994, April). The impact of video on the comprehension skills of core French students. *Canadian Modern Language Review, 50*, 507–531.

Describes two experiments designed to assess the importance of visual information for second language comprehension. Subjects in the first experiment were eighth grade French students (n=53) who were studying core French in an Ontario school. They were randomly assigned to one of four story conditions: video-with-sound (n=12), video-without-sound (n=15), sound-without-video (n=13), and a no-story condition (n=13). The subjects were then given a multiple-choice comprehension test to check how well they understood the main events in the story. Results indicated that visual cues were informative and enhanced comprehension in general, but did not necessarily stimulate the understanding of text proper. The second study, involving 43 students in eighth grade French classes, contained only two story conditions: sound-only (n=20) and video-with-sound (n=23). Analysis of performance on the comprehension measure revealed that teaching with video had some affective and attentional advantages.

MEYERS, JAMIE. (1993). Constructing community and intertextuality in electronic mail. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 251–262). Chicago, IL: National Reading Conference.

Explores the potential of inquiry groups in electronic mail environments with 38 undergraduates in teacher education courses. Over the 10 weeks of the course, 10 student inquiry groups formed around topics of choice concerning their future lives as literacy teachers. Through electronic mail, students shared and discussed self-selected readings and past experiences and wrote an article that was compiled into a book for later discussion. The groups were required to use electronic mail to write at least 10 messages and 10 replies per person. Students still met face to face 6 hours weekly in class. The report uses data derived from one group of undergraduates (n=3) who communicated 83 times with regular frequency across the 10 weeks. The 83 messages were segmented in 123 units: 44 social and 70 idea-oriented. Signs of shared membership were strongly evident in the coded social meaning units. These actions of membership overlapped the intertextuality constructed in the other 70 idea-oriented segments, resulting in seven topical strands. Two strands are described in detail and offered as evidence for the potential that electronic mail environments have for fostering inquiry communities.

V–14 Research design

RIDGEWAY, VICTORIA C.; DUNSTON, PAMELA J.; & QIAN, GAOYIN. (1993, October/December). A methodological analysis of teaching and learning strategy research at the secondary school level. *Reading Research Quarterly, 28*, 335–349.

Analyzes the 98 secondary reading strategy studies reviewed in the *Handbook of Reading Research*, Volume II. Studies were equally and randomly assigned to each of the three authors who independently read and evaluated each study for validity threats in research design, data collection procedures, and statistical analysis. In addition, an overall comparison of the internal and external validity of the studies was accomplished through correlational analysis. Strengths of the studies included their use of control groups, their description of independent and dependent variables, their use of pilot studies, and their control for Hawthorne effects. Problems identified included lack of sufficient sample description, lack of information about subject mortality, inadequate clarification of time on task, and confusions in statements about readability of materials. Failure to address the necessary assumptions underlying the chosen statistical procedures, inappropriate units of statistical analysis, inadequate training of subjects, and lack of delayed assessment measures or measures of transfer were identified as overall problems in the body of studies that call findings and conclusions into question. Recommendations are made for materials, training of subjects, and for controlling measurement problems that influence internal and external validity. Suggestions are also made for reporting descriptive statistics.

REINKING, DAVID, & PICKLE, J. MICHAEL. (1993). Using a formative experiment to study how computers affect reading and writing in classrooms. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 263–270). Chicago, IL: National Reading Conference.

Compares the experience of conducting two related studies in order to illustrate a formative experiment and how it addresses problems faced in conducting a conventional investigation. Both studies investigate the effects of implementing a computer-based activity into several middle-grade classrooms. In the activity, students use a computer database to record

and share information about the books they are reading. The first year-long study of three intact sixth grade classrooms in a middle school was designed to compare three treatments: conventional book reports, an off-line version of the computer database activity, and the computer database book-report activity. During the year, the need to maintain control of extraneous variation was a barrier to the study. A second study was designed and is currently being implemented in a formative experiment with two elementary schools. While the database book review activity is the same and similar data are being collected using similar methods, the focus is on determining those factors that enhance or inhibit progress toward the goal of increasing the amount and diversity of pupils' independent reading.

MEYER, DEBRA K. (1993). What is scaffolded instruction? Definitions, distinguishing features, and misnomers. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 41–53). Chicago, IL: National Reading Conference.

Presents an argument that the implications of scaffolded instruction for practice and research should not be separated from its theoretical foundations. The review provides an interpretation of how scaffolding's theoretical foundation relates to its original conceptualization and use in current empirical work. The theoretical premises are illustrated in the developmental research on parent-child scaffolding. A discussion of how the definition of scaffolding is adapted for study and practice in the classroom is provided.

VI. Reading of atypical learners

VI–1 Visually impaired

PRING, LINDA. (1994, Jan./Feb./March). Touch and go: Learning to read Braille. *Reading Research Quarterly, 66–74.*

Presents, in a case study form, a two-and-a-half-year investigation of learning to read by a young girl who was congenitally blind. The child attended a school for the visually handicapped but was the only one who was totally and congenitally blind. She suffered no other physical or mental handicaps. The approach to instruction used in school involved tactile discrimination practice and careful introduction of individual letters. Single words were introduced later. The girl was seen and tested regularly by the researcher or an assistant beginning in the first two weeks of school and continuing about every six weeks thereafter for two-and-a-half years. Tests of phonological awareness were given about age five; tests of logographic reading were given during her sixth year; and tests of alphabetic reading continued until just prior to age seven. her congenital blindness appeared to have no effect on phonological segmentation and awareness, although she had some difficulty with rhyming words. The primary difference between early reading strategies in sighted children and those used by this girl was the total absence of a logographic stage in this child. She sounded out each letter aloud in sequence and then blended the sounds. The alphabetic stage was the natural first phase of Braille reading and dominated her early acquisition process. In contrast to sighted children, she read nonwords as well as she read words and relied strongly on the regularity of letter-sound correspondences. She achieved a similar level of reading competence by age seven to that obtained by many sighted children.

RUBIN, GARY S., & TURANO, KATHLEEN. (1994, July). Low vision reading with sequential word presentation. *Vision Research, 34*, 1723–1733.

Compares reading performance for rapid serial visual presentation (RSVP) text with performance for conventional text presentation (PAGE) in low-vision subjects with and without central scotomas. Subjects were 23 low-vision adults, ages 33 to 82; 14 had a central field loss (CFL, dense scotoma) in the better seeing eye. RSVP text was displayed single spaced and ranged from approximately 5 lines of 2–3 words each to 30 lines of 15 words each. Subjects read both types of text orally with increasing or decreasing amounts of time allowed following each successful or unsuccessful reading. A control experiment was conducted in which subjects read an entire passage of RSVP or PAGE text silently and answered multiple-choice comprehension questions. Another experiment was conducted with four of the same CFL subjects in which eye movements were monitored during RSVP and PAGE reading. Results showed a significant increase in reading rates with RSVP text, but scotoma subjects improved less than subjects with no CFL. Eye movements of the CFL subjects indicated that they made fewer saccadic eye movements during RSVP reading compared with PAGE. The findings provide evidence that saccadic eye movements contribute to but do not totally account for the reduced reading rates of CFL subjects. An additional and potentially more important factor is the limited rate at which peripheral retina can perform the pattern decoding tasks required for reading.

FLETCHER, JAMES, & MARTINEZ, GEORGE. (1994, January). An eye-movement analysis of the effects of scotopic sensitivity correction on parsing and comprehension. *Journal of Learning Disabilities, 27*, 67–70.

Examines whether scotopic sensitivity correction enhances parsing and comprehension. Sampled were 22 subjects, ages 10 to 35, who were determined to be scotopically sensitive using the Scotopic Sensitivity Symptom Checklist, the Irlen Differential Perceptual Schedule, and Irlen's diagnostic guidelines. Subjects were identified as dyslexic with average ability as determined by the Vocabulary subtest estimate of the WAIS-R or WISC-R. The WRAT-R was used to determine fourth grade level decoding skill. Stimuli consisted of 20 three-sentence paragraphs; only the center sentence was read. One factual multiple-choice comprehension question related to each target sentence was given. Subjects were to select a single overlay that best reduced their symptoms from among 13 colored, transparent overlays. Subjects were shown a randomly ordered set of 10 paragraphs, after which the condition was randomly changed by either adding (correction) or removing (control) the preselected color overlays. Each subject was then shown 10 more paragraphs. In addition to the comprehension questions, six eye movement measures of immediate parsing ability were collected: fixation duration; saccade and regression length; and counts for fixations, saccades, and regressions. The correction condition was reported as producing positive changes in most eye-movement indices; comprehension scores were not changed by the correction.

CARROLL, THOMAS ANTHONY; MULLANEY, PAUL; & EUSTACE, PETER. (1994, February). Dark adaptation in disabled readers screened for scotopic sensitivity syndrome. *Perceptual and Motor Skills, 78*, 131–141.

Proposes to determine whether differences in patterns of dark adaptation between poor and control readers would provide support to the existence of the Scotopic Sensitivity Syndrome (SSS) and the suggestions of a peripheral retinal or rod processing-system deficit in dyslexia. The SSS is used to explain reported improvement in reading performance in disabled readers who use individually tinted colored lenses. Included were 64 subjects, ages 10–20, 41 of whom were dyslexic and fulfilled the criteria for SSS based on the Irlen Differential Perceptual Schedule. The other 23 subjects were volunteers with normal reading ability.

Both eyes were tested simultaneously for dark adaptation. Comparisons were made of mean dark-adaptation thresholds between the normal and scotopic-sensitivity groups. The dyslexic group showed statistically significant poorer mean dark-adaptation thresholds at the 10° and 35° retinal positions than those of the control group. No significant difference was noted between the two groups in mean dark-adaptation thresholds at the 0° retinal position at the fovea. Twelve of the disabled readers had abnormally poor dark adaptation at peripheral retinal locations consistent with a rod processing system deficit. Results were interpreted as indicating that a significant number of dyslexic readers show an abnormality of dark adaptation. However, dark adaptation was not a common denominator in those who were termed as having SSS on the basis of the Irlen Differential perceptual Schedule.

VI–2 Hearing impaired

WILLIAMS, CHERI L. (1994, April-June). The language and literacy worlds of three profoundly deaf preschool children. *Reading Research Quarterly, 29*, 124–155.

Uses a naturalistic, case study methodology to investigate the verbal language experiences and early literacy learning of three prelingually, profoundly deaf preschool children. Subjects attended an urban, early intervention preschool serving hearing impaired children 3 to 7 years of age. Two of the children were in auditory/oral classrooms in which expression was primarily through speech. Children were taught to speechread and to rely on their residual hearing. The third child was in a total communication setting in which teachers incorporated auditory, manual, and oral modes of communication. Data collection included unobtrusive observation, participant observation, and formal and informal interviews and involved audiotape and videotape recordings and photographs of children participating in literacy events; audiotaped interviews of the children, their parents, and their teachers; samples of the children's writing and drawing; results of informal assessments; and various preschool informational documents. Data were collected weekly from September through February. Observations occurred about three times per week in classrooms and once a month in the home. Children's experiences with verbal language varied from home to school contexts and within contexts at school; each child's verbal language world was different from that of the other two children in the study. However, experiences with, participation in, and uses of written language both at home and school were quite similar both to each other's and to those of hearing children. While their knowledge of written language was developmentally different because of differences in their ages and experiences, the three understood that written language has meaning, is used for specific purposes, and can be translated into speech and/or sign. For these children, written language was the only form of English that was consistent across all contexts.

SCHIRMER, BARBARA R. (1993, December). Constructing meaning from narrative text: Cognitive processes of deaf children. *American Annals of the Deaf, 138*, 397–403.

Examines the reading comprehension processes of deaf children by noting the predictions they make when narrative material confirms and does not confirm their expectations. Subjects for the study were 48 severely and profoundly deaf children in grades 4 through 8; they ranged in age from 9-5 to 16-0. All were reading at least at third grade level based on SAT scores and teacher judgment. Materials consisted of two stories, one well-formed and one non–well-formed, each at about second grade readability level. Children were divided randomly into four groups. One group read both stories with thematic organizers, and a second group read both with no thematic organizers. The third group read the well-formed story

with a thematic organizer and the non–well-formed story without it; stories were reversed for the fourth group. Children read the story and, at three points, were asked to stop and predict what would happen next. Each child was videotaped as he/she read silently and responded to the prediction question. In addition, children were asked to describe any mental imagery used while reading. Predictions were coded as nonprediction, simple prediction, or elaborated prediction. Twenty-eight children made elaborations at one or more stop points with one or both stories. Of the 28 children, 11 made elaborations for one story only, and 17 made them for both. Thematic organizers appeared to have no effect on elaborations. A greater proportion of elaborations were made at the second stop point in the non–well-formed story than in the well-formed story (133% more). Of the children who made elaborations, 89% indicated that they used mental imagery during reading as opposed to 35% who did not make elaborations.

LaSasso, Carol J. (1993, December). Reading comprehension of deaf readers: The impact of too many or too few questions. *American Annals of the Deaf, 138,* 435–443.

Reviews selected research relating to comprehension difficulties of deaf readers and the relation between the number and type of questions deaf readers have and their comprehension of the reading material. Described are intervention strategies to use in improving comprehension of deaf readers.

Lartz, Maribeth Nelson. (1993, October). A description of mothers' questions to their young deaf children during storybook reading. *American Annals of the Deaf, 138,* 322–330.

Analyzes the frequency and types of questions that four hearing mothers used with their 3- and 4-year-old deaf daughters. The four girls were of average intelligence and had profound hearing losses; all were enrolled in educational programs utilizing total communication. Mothers also reported using total communication at home. Dyads were videotaped in their homes as they read a storybook; mothers were asked to read the story as they normally would. Percentage and types of questions asked by the mothers were tabulated from the videotapes. Relations between frequency and type of question and child mean length of utterance (MLU) were also explored. Findings indicated that the mothers used fewer questions than hearing mothers of hearing children, but the types of questions used were similar. Three of the mothers made text-related indirect commands; one mother asked primarily requests for information questions. In addition, three of the mothers used report questions after asking repair questions that were not answered; three used repair questions in response to their daughters' varied levels of communication. Child MLU measurements seemed to influence the amount and types of questions used by the mothers.

Robertson, Lyn, & Flexer, Carol. (1993, Summer). Reading development: A parent survey of children with hearing impairment who developed speech and language through the auditory-verbal method. *The Volta Review, 95,* 253–261.

Surveys parents of hearing-impaired children taught through the auditory-verbal approach concerning their children's reading development. A total of 300 surveys were distributed to parents or mailed to therapists; 76 completed surveys were received from U.S. and Canadian parents; 29 were received from Swiss and German parents. Standardized text scores were received for 37 children with prelingual hearing loss. The mean percentile rank of the 37 was 60.6; 7 scores were below the 50th percentile, 14 were reported or estimated at the 50th percentile, and 16 scores were above the 50th percentile. Most of the children who devel-

oped speech and hearing through the auditory-verbal method (51 of 54) were read to daily during early childhood. Forty-one (76%) parents checked that their children liked to read.

RITTENHOUSE, ROBERT K.; KENYON, PATRICIA L.; & HEALY, SCOTTIE. (1994, March). Auditory specialization in deaf children: Aural and cognitive interactions. *American Annals of the Deaf, 139*, 80–85.

Attempts to determine whether deaf and hard of hearing children who hear better in one or the other ear perform differentially on cognitive tasks and to determine if that performance correlates with hearing acuity. It was hypothesized that left-ear children would perform better on cognitive tasks than would right-ear children. Participants were 27 children who had congenital, bilateral hearing losses with a hearing difference of at least 5 dB between their right and left ears. Children ranged in age from 11-11 to 15-8. Two experimental groups, a right-ear and a left-ear group, were formed, based on the hearing in the best ear; a control group consisted of children whose hearing loss was the same in both ears or for whom the right/left difference loss was less than 5dB. Reading comprehension and language were assessed with the SAT; children also were rated on a 3-point academic scale by the school psychologist and two teachers familiar with them. Four Piagetian conservation problems and 10 short metaphor vignettes were administered in group of 3 to 4 children. Children were to read a paragraph for each vignette, view a picture that represented the story, and then select one of four sentences that best went with the paragraph. No significant performance differences were found among the three groups on the conservation problems. Statistically significant differences favoring the left-ear group were noted on the metaphor vignettes. It was concluded that hemispheric interactions may take place and affect cognitive performance in ways predictable from hemispheric-specialization theory and hearing ability.

PARASNIS, ILA. (1992, November). Allocation of attention, reading skills, and deafness. *Brain and Language, 43*, 583–596.

Examines the relation between visual attentional processes and reading skills in deaf and hearing young adults to find out if poor reading skills in deaf individuals involve a specific deficit in their attentional system. Subjects were 12 normal hearing and 24 deaf college students. Scores on the California Reading Comprehension Test were used to identify the 12 normal hearing subjects as good readers and the 12 good and 12 poor deaf readers. Subjects were presented with central or parafoveal cues that varied in cue validity probability, followed by letter targets presented to the left or right of fixation. RT and accuracy of response were recorded. Analyses of the RT data showed significant main effects for cue type and cue location and significant interactions among cue type, cue location, cue validity probability, and visual field. No significant main effect or interactions involving groups were found. Results suggest that perhaps reading difficulties associated with deafness do not involve a deficit in the visual attentional system of deaf individuals. In addition, findings support the conclusion that parafoveal cues are more effective than central cues in capturing attention.

CHROSNIAK, PATRICIA N. (1993). Reading in English as a translation task: Fluent deaf young adult bilinguals. In Donald J. Leu & Charles K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 75–82). Chicago, IL: National Reading Conference.

Explores language transfer and language interference in reading among prelingually deaf subjects who were at different stages of English proficiency and who were either becoming fluent in American Sign Language (ASL) or not. The study found that reading comprehension for connected discourse was significantly different for those subjects who had the lowest English proficiency levels and the lowest reading levels. Subjects who switched

between using signed English and ASL during reading when such language switching did not help or hinder comprehension were explored further in five case studies from the original sample of 45. The five were prelingually profound deaf college students and were considered the best readers, most proficient in English and most fluent in ASL. Comparison of fluent deaf bilingual readers to deaf readers who were not fluent bilinguals indicated that knowledge of ASL did not interfere with reading comprehension of English texts. Facility in ASL as one's language for everyday communication may enable flexibility of choice of language to interpret texts written in English.

VI–3 Mentally retarded

COUSIN, PATRICIA TEFFT; WEEKLEY, TIMOTHY; & GERARD, JACQUELINE. (1993, November). The functional uses of language and literacy by students with severe language and learning problems. *Language Arts, 70*, 548–556.

Chronicles the authors' work exploring the functions of literacy for children with language and learning problems by presenting case studies of two pupils who had been followed for more than four years. One was an 11-year-old female with Down's syndrome; the second was a 12-year-old male identified as moderately retarded. Both individuals had experienced instruction emphasizing a holistic approach to language and literacy. The case studies present descriptions of classroom observations that confirmed that both students were interacting successfully with peers and demonstrating reading and writing proficiencies. The authors suggested that their engagement in holistic literacy experiences had broadened their potential for learning.

VI–4 Neurologically impaired/brain damaged

WALLESCH, CLAUS-W., & HUNDSALZ, ANNETTE. (1994, May). Language function in delirium: A comparison of single word processing in acute confusional states and probable Alzheimer's disease. *Brain and Language, 46*, 592–606.

Aims to describe naming and word comprehension performance in confused subjects and to compare their behavior with that of patients suffering from Alzheimer's disease (AD). Subjects included 13 patients suffering from transient acute confusional states (ACS) and 11 patients suffering from AD who were similar in age and in Mini-Mental State scores. Patients were presented with a naming and a comprehension task; the comprehension task included both words that were previously included in the naming task as well as unfamiliar items. The assessment was repeated 1 to 3 days later with five patients in each group. Number of misnamings was comparable for both groups. An effect of word frequency on naming success was found only with the AD group. Unrelated misnamings were significantly more frequent in the ACS group and appeared to be caused by visual misperceptions. There was an item consistency over time with naming failure in the AD but not in the ACS group. Cross-modal performance consistency appeared to be greater in the ACS than in the AD group.

PALLER, KEN A., & MAYES, ANDREW R. (1994, March). New-association priming of word identification in normal and amnesic subjects. *Cortex, 30*, 53–73.

Reports three experiments proposing to assess the retention of new verbal associations in amnesic patients as compared with normal subjects. Subjects for the first two experiments were 12 volunteer undergraduates at the University of Manchester. In Experiment 3, subjects were 12 amnesic patients and 12 controls matched with amnesics on age, intelligence, and

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SES. Amnesics' memory dysfunctions were due to various causes. Subjects saw pairs of unrelated words flashed briefly; the ability to identify the second word of each pair was measured as a function of prior study. In normal subjects, identification was better when the second word had been studied compared to when it had not been studied (word-specific priming). Identification was better also when the two words had been paired at study compared to when they had been studied separately (association-specific priming). In amnesics, word-specific priming was normal compared to that in age- and IQ-matched controls. Association-specific priming was observed in amnesics, but it was significantly below that of normal subjects. Word identification priming was normal for common words but not for new verbal associations between them. Results are interpreted as suggesting that the amnesic dysfunction can encompass priming of new verbal associations but spare priming of existing verbal information.

WARRINGTON, ELIZABETH K.; CIPOLOTTI, LISA; & MCNEIL, JANE. (1993, September). Attentional dyslexia: A single case study. *Neuropsychologia, 31*, 871–885.

Offers a single case study of an attentional dyslexic, a 62-year-old retired printer who suffered a stroke. Following the stroke he was hemiplegic, hemianopic, and aphasic. The patient was able to read single letters and single words presented in isolation without difficulty. His reading of prose was disrupted and his ability to read rows of letters and words was significantly impaired. Experiments conducted to analyze his impairment utilized a flanking procedure. In this procedure, the ability to report a target item when flanked by other visual stimuli was compared with the ability to report the target item when presented in isolation. The experiments established that the patient's attentional deficit was specific to reading insofar as he did not have comparable difficulties with pictorial materials. The report discusses the findings as corroborative evidence of attentional dyslexia in terms of a damaged filter mechanism controlling the transition from a parallel to a serial stage of reading processing. It is concluded that the effects reported indicate that such a filter must be post lexical and further suggest that there are multiple filters in the reading system.

COHEN, L.; DEHAENE, S.; & VERSTICHEL, P. Number words and number non-words: A case of deep dyslexia extending to Arabic numerals. *Brain, 117*, 267–277.

Reports a case study of a patient with typical deep dyslexia whose deficit extended to Arabic numerals. The patient was a 43-year-old male who was admitted to a hospital in a state of acute confusion following a head injury. The study, carried out one-and-a-half years post onset, indicated that processing of written language was severely impaired and suggestive of deep dyslexia. He was almost totally unable to read nonwords, and, when reading real words, he produced primarily semantic and visual errors. When reading Arabic numerals, again many errors were made. He performed significantly better with real words and familiar Arabic numerals such as famous dates. Familiar numerals and words yielded qualitatively similar errors, as did unfamiliar numerals and nonwords. The performance with numerals is interpreted as being inconsistent with any single-route model of number reading but consistent with the existence of two routes for number reading: a surface route and a deep semantic route. The authors suggest that number reading is architecturally similar to word reading, even though the two processes probably rest on functionally and anatomically distinct pathways.

NOEL, MARIE-PASCALE, & SERON, XAVIER. (1993). Arabic number reading deficit: A single case study or when 236 is read (2306) and judged superior to 1258. *Cognitive Neuropsychology, 10*(4), 317–339.

Presents a case study of a patient showing a specific disorder in Arabic number reading. The patient was a 64-year-old female working as a secretary; she began to experience difficulties in writing and typing. She was diagnosed as suffering from a probable dementia of

the Alzheimer's type. Testing showed that verbal production of numbers had been spared but that comprehension of Arabic numbers was impaired. The deficit was examined in the light of three number reading models. The types of errors produced indicated that the deficit affected her syntactic processing rather than the lexicon. Her errors seemed to result from correct semantic processing based on the expected verbal transcoded forms and fit the semantic transcoding model discussed.

JIBIKI, ITSUKI, & YAMAGUCHI, NARIYOSHI. (1993, July). The Gogi (word-meaning) syndrome with impaired kanji processing: Alexia with agraphia. *Brain and Languages, 45*, 61–69.

Cites two cases, one with probable Pick's disease and one with herpes simplex encephalitis, focusing on Gogi (word-meaning) aphasia-like syndrome as their salient clinical feature. Subjects were a 58-year-old female and a 34-year-old male, both exhibiting impaired writing and oral reading of kanji. Patients were administered a test battery consisting of five tasks involving 24 and 48 commonly used kanji words for Subject 1 and 2, respectively. Tasks included writing to dictation, oral reading, auditory comprehension, reading comprehension, and selecting words read aloud by the examiner. Patients showed little evidence of the phonetic use of kanji in writing and confusion between on- and kun-reading of kanji in oral reading. Results of the test battery further revealed that the impairment of kanji processing in writing to dictation and oral reading did not always depend on a failure to comprehend the semantic content of the spoken and written words, respectively. Their symptoms supported the interpretation of deep dyslexia for kanji. They preserved the memories of the orthographic and phonological forms of the kanji words they were unable to write and read. It is suggested that Gogi aphasia or similar syndromes are not necessarily one syndrome but may be a polytypic constellation of symptoms resulting not only from a failure in the semantic comprehension of spoken and written words but from an independent amnestic property in kanji processing.

MICELI, GABRIELE; CAPASSO, RITA; & CARAMAZZA, ALFONSO. (1994, March). The interaction of lexical and sublexical processes in reading, writing and repetition. *Neuropsychologia, 32*, 317–333.

Reports the performance of an Italian aphasic speaker who produced semantic errors in all lexical production and comprehension tasks except reading aloud. The patient was a 70-year-old male with three years of university level study. He was involved in an auto accident resulting later in sudden right hemiparesis and aphasia. The study was conducted 7 years post onset. At that time, the ability to repeat series of words and pseudowords was severely impaired. Reading performance was better than performance in other production tasks. He was mildly impaired in oral reading. Some of his incorrect responses in reading resulted in phonological errors or in morphological errors. However, while in reading his morphologically-related incorrect responses were always highly visually/phonemically similar to the stimulus, in repetition tasks such errors differed from the target response. Performance in writing to dictation was poor also. In sum, his word comprehension was impaired in both the auditory and the visual modality; oral and written naming were moderately impaired; repetition and writing to dictation were severely impaired for familiar words and almost nonexistent for pseudowords; oral reading of words and pseudowords was better preserved than other word and pseudoword processing tasks. In all comprehension and production tasks except reading he produced semantic errors. Implications are drawn from the patient's performance to models of lexical processing and to the Summation Hypothesis model in particular.

HICKOK, GREGORY; ZURIF, EDGAR; & CANESCO-GONZALEZ, ENRIQUETA. (1993, October). Structural description of agrammatic comprehension. *Brain and Language, 45*, 371–395.

Reports a test of the trace-deletion hypothesis in case study of an agrammatic aphasic. The trace-deletion hypothesis holds that the comprehension deficit apparent in most agrammatic aphasics results from the absence of traces at the level of S-structure. Two experiments were done with the patient, a 75-year-old male who had two left-hemispheric cerebral vascular accidents. The experiments were performed 14 years following his second stroke. In the first experiment, a sentence-picture matching task was used, while the second used a truth-value judgment task. Both examined the comprehension of the matrix clause in center-embedded relatives. Comprehension of the matrix clause was found to be significantly impaired. A revised version of the trace-deletion hypothesis is used to explain the data and other previously unaccountable findings.

DAVIDOFF, J., & DE BLESER, R. (1994, January). Impaired picture recognition with preserved object naming and reading. *Brain and Cognition, 24*, 1–23.

Presents a case study of a German housewife whose examination revealed a left posterior cerebrovascular accident involving the infracalcarine cortex. A three part investigation was designed: first, the status of processes involved in recognition was examined; second, stimulus variables were assessed for their effect on naming performance; third, the patient's preserved reading and writing were studied. The patient exhibited a marked color anomia and picture naming deficit without alexia. However, objects were named accurately from either visual or tactile inspection. In spite of successful object categorization in several tasks, the authors argue that the patient's picture naming deficit is dependent on a disorder of recognition. The site of the cortical damage implies that recognition disorders can result from a unilateral left-sided lesion.

TEGNER, RICHARD, & LEVANDER, MARIA. (1993, November). Word length coding in neglect dyslexia. *Neuropsychologia, 31*, 1217–1223.

Reports the single word reading of two patients with neglect dyslexia, a disorder in which either part of the text on the left side of the page is omitted, or where the initial letters within words are omitted or misread. The preservation of word length in single word reading is the most salient feature of neglect dyslexia. The two patients reported on, an 84-year-old female and a 68-year-old male, were admitted to a Stockholm hospital and diagnosed as having had strokes. Experiments were performed several months post stroke. Patients were presented with a stimulus list of 80 words, 40 words of 3–4 letters and 40 of 6–8 letters; within each word length group, were 20 high frequency and 20 low frequency words. Both patients tended to be sensitive to word length, but this was not significant. However, both showed a gradient from right to left of decreasing accuracy within words. Patients were then shown 42 phrases consisting of 2 or 3 words. In some, the right hand words were unlikely, while in others the phrases were ordinary. Both patients were accurate with ordinary phrases, but performance dropped for unlikely phrases. Left-hand words were not omitted, but phrases were made longer. Finally, patients were given a list of 37 compound and 37 embedded words of 5–9 letters devised so that the pairs of words were of the same length and contained the same free-standing right morpheme. A third list consisted of 37 words without a free-standing right morpheme matched for word length and frequency. Both patients made a large number of right-sided responses with compound and embedded words. Overall error rate was significantly higher for words with a free-standing right morpheme. Results show that preservation of word length was evident in the two patients. Lexical and contextual factors influenced their responses. Findings are found relevant to current accounts of neglect dyslexia.

HAARMANN, HENK J., & KOLK, HERMAN H.J. (1994). On-line sensitivity to subject-verb agreement violations in Broca's aphasics: The role of syntactic complexity and time. *Brain and Language, 46*, 493–516.

Conducts two experiments using a word monitoring paradigm in examining on-line sensitivity to subject-verb agreement violations in patients with Broca's aphasia and age-matched controls. Subjects in Experiment 1 were 15 patients with Broca's aphasics and 20 age-matched controls, all native speakers of Dutch; for Experiment 2, the same 15 Broca's aphasics were subjects along with 16 of the controls from the first experiment. In Experiment 1, three lists of Dutch sentences were created: a practice list, a critical list, and a filter list. The critical list consisted of 20 different sentences, each of which occurred in four different versions. All four versions used the same content words, expressed the same two propositions, and were of equal length. The subject-verb violations were couched in either simple or complex syntactic frames. The syntactic frames were immediately followed by the noun phrase containing the target in Experiment 1 or by a 750-msec separation in Experiment 2. Patients with Broca's aphasia showed an agreement effect only for simple sentences but not for complex ones, while controls showed an agreement effect for both. In Experiment 2, the delay in target presentation abolished the agreement effect in the aphasics but not in controls. Findings are interpreted as indicating that Broca's aphasics suffer from a pathological limitation in parsing capacity, giving rise to a faster than normal decay of syntactic information.

SILVER, LYNN S., & HALPERN, HARVEY. (1992, September). Word-finding abilities of three types of aphasic subjects. *Journal of Psycholinguistic Research, 21*, 317–348.

Analyzes the word-finding abilities of three types of aphasic subjects using four modalities: auditory comprehension, reading comprehension, oral expression, and written expression. Subjects included 10 anomic, 10 Wernicke's, and 10 Broca's aphasics. Materials consisted of 20 short nouns and 20 long nouns; in each group, 10 nouns were frequent and 10, infrequent. For the oral and written expression tasks, pictures representing the stimulus nouns were used; for the reading comprehension task, words were printed on cards. An array of four pictures was presented for the auditory comprehension task. Findings indicated that long words and less frequent words were more difficult for all groups. Among modalities, long words were significantly harder than short words for the writing modality only. For all groups, semantic errors were the most common error type. Broca's aphasics produced significantly more no response errors in oral expression; Wernicke's subjects produced significantly more semantic and phonemic errors in reading comprehension and also produced significantly more unrelated errors in both oral expression and reading comprehension.

MICELI, GABRIELE, & CARAMAZZA, ALFONSO. (1993). The assignment of word stress in oral reading: Evidence from a case of acquired dyslexia. *Cognitive Neuropsychology, 10*(3), 273–296.

Reports the performance of an Italian dyslexic patient whose reading performance at the segmental level was excellent but who made numerous errors of stress in oral reading of common words. The subject was a 59-year-old priest who had suffered from an ischemic stroke. He presented a severe aphasic disorder that was classified clinically as a jargonaphasia. He was severely impaired in processing sentences in both the auditory and the visual modality. However, his ability to convert print to sound at the segmental level was spared. The report presents data on his performance in tasks involving the processing of familiar and unfamiliar words in isolation. The patient showed no difficulty in reading nonwords and those words to which stress may be assigned on the basis of syllabic structure. In reading aloud words with lexically assigned stress, he produced a large number of segmentally correct but

suprasegmentally incorrect responses. The researchers felt that inasmuch as his ability to use orthographic information in lexical decision and in comprehension tasks was only mildly impaired, his stress assignment errors would appear to be the result of damage to the phonological output lexicon. The pattern of performance is interpreted as support for the hypothesis that the phonological representations computed in speech production do not merely consist of ordered sequences of phonemes, but consist instead of multidimensional representations that specify syllabic structure among other things.

SHELTON, PAUL A.; BOWERS, DAWN; DUARA, RANJAN; & HEILMAN, KENNETH M. (1994). Apperceptive visual agnosia: A case study. *Brain and Cognition*, 25, 1–23.

Cites the case of a 66-year-old male with an infarction of his inferior temporal and occipital association cortex bilaterally. His primary visual cortex was spared but he presented impaired visual recognition of objects, faces, colors, words, and gestures. Analysis of visual function showed that the recognition failures resulted from an agnosia rather than elemental visual impairment. The inability to recognize objects was related to an apperceptive agnosia; impairment of gesture recognition seemed to be related to an associative agnosia. The patient demonstrated a failure to relate individual elements to the whole, a failure to integrate multiple elements, and a reliance on global perception. Normal object imagery was maintained. The findings suggest that he was unable to form adequate perceptual representations, although internal representations were intact.

COSLETT, H. BRANCH, & MONSUL, NICHOLAS. (1994, February). Reading with the right hemisphere: Evidence from Transcranial Magnetic Stimulation. *Brain and Language*, *46*, 198–211.

Investigates a patient with pure alexia in which transcranial magnetic stimulation (TMS) was used to test the hypothesis that the right hemisphere mediates the reading of at least some patients with acquired dyslexia. TMS is a technique by which the discharge of storage capacitors into a stimulation coil produces a magnetic field which, in turn, induces an electric current in underlying tissue. The patient was a 57-year-old male who exhibited pure alexia after suffering small, exclusively subcortical infarctions of the splenium of the corpus callosum and in the region of the left lateral geniculate body. Two experiments were carried out eight years following his cerebral infarctions. Experiment 1 was performed to assess the patient's current reading abilities. Experiment 2, conducted to text the hypothesis that the patient's reading was mediated by the right hemisphere, was carried out in two parts. The first part involved stimulation of the left hemisphere, and the other, the right hemisphere. Fifty-six words were presented in the former and 48 words in the latter part. For both parts, TMS randomly accompanied half of the words and was delivered 145 msec after the word appeared on the screen. The patient was to read each word aloud. TMS over the right parietal lobe disrupted oral reading, while stimulation of homologous regions of the left hemisphere did not. The findings are interpreted as support for the claim that the right hemisphere may be involved in the reading of some patients with acquired alexia.

SIEROFF, ERIC. (1991, November). Perception of visual letter strings in a case of left neglect: Manipulation of the word form. *Brain and Language*, *41*, 565–589.

Presents the results of a series of six experiments conducted with one subject to determine how a visual attentional deficit can affect a cognitive skill such as reading. The subject was a 62-year-old man who suffered a right parietal lobe lesion and who demonstrated features of visual hemineglect. He had reached the 10th grade of education and was not known to have reading difficulties before his illness. The six experiments were conducted over a 6-month period. Initially, the subject showed the phenomenon of a word superiority effect over nonword in reading with static cards. Six months later, after some recovery, the same phe-

nomenon could be demonstrated only with tachistoscopic presentation, and it occurred even inside the good, right visual hemifield. It was noted that the pattern of deficit performance remained the same: there was a word superiority effect over nonword and an effect of spacing the letters. The subject had a strong spatial attention deficit with clear neglect. It was suggested that the stronger left neglect for nonwords of for spaced letter words could be a permanent phenomenon.

KAY, JANICE, & HANLEY, RICHARD. (1991, August). Simultaneous form perception and serial letter recognition in a case of letter-by-letter reading. *Cognitive Neuropsychology, 8*, 249–273.

Examines, in two experiments, the performance of a letter-by-letter reader on tasks requiring perception of words and letter strings under tachistoscopic conditions. The case subject was a 32-year-old, right handed, British male who had incurred a brain trauma several years earlier. He was of average ability according to various measures administered. A 64-year-old non–brain injured female served as a control subject. For Experiment 1, subjects were compared on their ability to recognize positional letters within words, pronounceable nonwords (pseudowords), and nonpronounceable strings that were tachistoscopically presented. For Experiment 2, subjects were compared on their ability to determine the differences between word and nonword pairs of different length that were tachistoscopically presented. Results of ANOVA procedures showed the case subject did not process letters of a word in an ends-in fashion but, rather, in a serial left to right fashion. In contrast to the control subject, the case subject showed no marked differences in his ability to recognize letters in words as compared to letters in pseudowords and showed no word superiority effect in same/different judgments. It is speculated that the precise locus of deficit that accounts for letter-by-letter reading differs from one case to another.

VI–5 Other atypical learners

THRONEBURG, REBECCA NIERMANN; YAIRI, EHUD; & PADEN, ELAINE P. (1994, June). Relation between phonologic difficulty and the occurrence of disfluencies in the early stage of stuttering. *Journal of Speech and Hearing Research, 37*, 504–509.

Investigates the relation between the phonologic difficulty of words and the point at which stuttering-like disfluencies occurred in the speech of preschool children identified as having a stuttering problem. Subjects were 24 preschoolers, ages between 29 and 59 months, who were identified by parental and speech-language pathologist diagnoses as exhibiting a stuttering problem. Scores on the Assessment of Phonological Processes-Revised (APP-R) were used to classify children as having good or poor phonological skills. Spontaneous speech samples, obtained on two separate occasions about one week apart, were transcribed, and frequency for each of six disfluency categories was calculated. Three of the categories were considered to be stuttering-like disfluencies (SLDs): (1) Part-Word Repetition, (2) Single-Syllable Word Repetition, and (3) Dysrhythmic Phonation (primarily sound prolongation). Based on the number of SLDs and mean phonological process percentage-of-occurrence scores on the APP-R, children were classified into two groups, mild stuttering and severe stuttering, each comprised of six children with good phonologic skills and six with poor phonologic skills. The phonologic difficulty for each word on which the child evidenced a stuttering-like disfluency and for each word following such a disfluency was analyzed and categorized into one of eight phonologic difficulty types. The proportion of words in each child's speech sample that contained each category of phonologic difficulty was determined. Results showed that the proportion of disfluent and immediately following words in each type of phonologic

difficulty closely resembled the proportion of words in the speech sample of the same type of difficulty. No significant differences were noted between the subgroups of stutterers. It was concluded that the phonologic difficulty of the disfluent word and the fluent word following were not factors that had a clear influence on the occurrence of stuttering-like disfluencies.

HUBBARD, CAROL P., & PRINS, DAVID. (1994, June). Word familiarity, syllabic stress pattern, and stuttering. *Journal of Speech and Hearing Research, 17*, 564–571.

Evaluates the effects of word frequency and syllabic stress pattern on stuttering frequency during an oral reading task. Subjects were two groups of 10 adults, stutterers and nonstutterers, ranging in age from 19 to 62 years. Groups were matched on the basis of age, sex, education, and occupational experience. In addition, subjects were matched on the written word recognition vocabulary score from the verbal meaning portion of the PMAT. Ten sets of 4 six-word sentences each were constructed so that in each set two sentences had the same pattern of regular stress and two had the same pattern of irregular stress. Within same-stressed pairs, one sentence contained low frequency words and the other contained high frequency words. The following elements were controlled: syllabic stress pattern and number of stressed syllables; word frequency; linguistic structure; sentence length in words, syllables, and phones; and word length in letters, syllables, and phones. Sentences were displayed one at a time in random order on a monitor, and subjects were instructed to read orally. Frequency of stutter events was determined by viewing videotapes and marking transcripts of the test sentences. For stutterers, there was a greater mean stuttering frequency between sentences with low and high frequency words than between sentences with irregular and regular syllabic stress patterns. The lower the word recognition score of a stutterer, the greater the subject's tendency to stutter more on low than high frequency word sentences. Nonstutterers' disfluencies were few. Results suggested that word familiarity, not simply word prominence, is an important factor contributing to the word frequency effect.

Journals Monitored
Annual Summary of Investigations Relating to Reading
July 1, 1993 to June 30, 1994

Action in Teacher Education
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Adult Education Quarterly
Adult Learning
Alberta Journal of Educational Research
American Annals of the Deaf
American Educational Research Journal
American Journal of Education
American Journal of Psychology
American Journal of Sociology
American Journal on Mental Retardation
American Quarterly
American Sociological Review
Applied Psycholinguistics
Archives of Neurology
Arithmetic Teacher
Arizona Reading Journal
Arkansas State Reading Council
Augmentative and Alternative Communication
Australian Journal of Education
Australian Journal of Language and Literacy
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Educational Research
Educational Research Quarterly
Educational Researcher
Educational Review
Educational Studies
Educational Technology
Educational Technology Research and Development
Elementary School Journal
ELT Journal
Emergency Librarian
English Education
English for Specific Purposes

English in Australia
English in Education
English Journal
English Quarterly
ETS Developments
European Journal of Disorders of Communication
Exceptional Children
Florida Reading Quarterly
Focus
Foreign Language Annals
Forum
Gazette: International Journal of Mass Communication Studies
Georgia Journal of Reading
Gifted Child Quarterly
Harvard Educational Review
High School Journal
History of Education Quarterly
Human Communication Research
Human Development
Human Factors
Idaho Reading Report
Illinois Reading Council Journal
Imagination, Cognition, & Personality
Imprint
Indiana Reading Quarterly
Interchange
International Journal of Disability, Development, & Education
International Journal of Educational Research
International Information and Library Review
International Research in Reading
International Review of Education
Interracial Books for Children
Intervention in School and Clinic
Iowa Reading Journal
Irish Journal of Education
Journal for Affective Reading Education
Journal of Abnormal Child Psychology
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Journal of Marketing
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Journal of Negro Education
Journal of Psycholinguistic Research
Journal of Psychology
Journal of Reading
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Journal of Reading, Writing, and Learning Disabilities International
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Library Journal
Library Quarterly
Library Resources and Technical Services
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Linguistics: An Interdisciplinary Journal of the Language Sciences
Literacy: Issues and Practices
Mass Communication Review
Massachusetts Primer
Measurement and Evaluation in Counseling and Development
Memory and Cognition
Merrill-Palmer Quarterly
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Minnesota Reading Association Highlights
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Missouri Reader
Modern Language Journal
Monographs in Language and Reading Studies
Monographs of the Society for Research in Child Development
Montana Reading Journal
Mosaic
National Association for Secondary School Principals Bulletin
Neuropsychologia
New England Reading Association Journal
New Mexico Journal of Reading
New Zealand Journal of Educational Studies
News and Views
News Notes
Newspaper Research Journal
Northwest Reading Journal
Ohio Reading Teacher
Oklahoma Reader, The
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Peabody Journal of Education
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Quarterly Journal of Experimental Psychology
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Texas Tech Journal of Education

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